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# Massachusetts Regional Alignment Workshops: *Final Report*

## Commonwealth of Massachusetts Department of Elementary and Secondary Education

September 2008

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## Executive Summary

***I have never before had the opportunity to speak directly to college faculty; it was enlightening.*** --High School English Department Chair

In April 2008, the Massachusetts Department of Elementary and Secondary Education (DESE) contracted with the Educational Policy Improvement Center (EPIC) to facilitate a series of regional workshops and provide technical assistance to strengthen efforts to improve college readiness for all students. This final report summarizes these activities and offers recommendations on how state policy can be designed to improve college readiness for all students.

EPIC sponsored four workshops in April 2008 in concert with the DESE, the Massachusetts Department of Higher Education, and the following regional collaborators: the CONNECT Partnership, the Colleges of Worcester Consortium, the University of Massachusetts Lowell, the Five Colleges Partnership, and the Berkshire Compact for Higher Education. The workshops were designed to help support existing high school/college partnerships and to foster new connections between high schools and colleges at the local level. In total, 365 high school and postsecondary instructors and administrators attended the four workshops offered in April. A fifth workshop was offered in June, based on participant demand, drawing 80 participants from the Worcester area.

Each workshop provided an overview of college readiness, a list of activities that could be the focus for local partnerships, and examples of successful college readiness programs from throughout the state. In addition a representative from the Massachusetts Department of Higher Education (DHE) oriented participants to the DHE new data system and the information on postsecondary performance the system provides to secondary school educators.

A total of 53 planning teams developed action plans at the workshops. The most frequently-included action plan goals are as follows:

- raising awareness about college expectations;
- aligning curricula and/or syllabi between high school and college;
- preparing for, administering, and utilizing information from placement exams;
- establishing new high school/college partnerships or strengthening existing ones.

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A unique feature of the workshops was the subsequent provision of technical assistance to planning teams provided by EPIC staff. The support consisted of reviewing action plans, providing feedback, guidance and suggestions for strategies and resources, offering free access to EPIC tools and services, and advising on the development of local partnerships.

EPIC asked all participants to complete an online evaluation form immediately after the workshops and then contacted each participant individually following the workshops to determine technical support needs. Individuals and institutions that were already invested in creating high school/college partnerships tended to be the most receptive to technical assistance and made the most immediate progress advancing their action plans after the workshops. Participants for whom most of the information presented was new found the workshops to be a valuable way to raise awareness about the need to create local partnerships.

The types of activities already being conducted locally to increase college success for more students are documented in Appendix G: Examples of Programs and Practices Related to College Readiness in Massachusetts. These programs include innovative partnership activities aimed at improving alignment and student outcomes. However, most of these efforts do not exist in a larger state policy context. While state policy may encourage or support such local initiatives, there is no readily identifiable statewide framework for college readiness that encourages all secondary and postsecondary institutions to work together more closely. Such a framework need not be highly prescriptive in nature, but should help support local partnerships disseminate shared knowledge and experience throughout the state and simultaneously identify

areas where state policy can resolve problems, remove roadblocks, encourage desired action, and create incentives for actions that enable more students to be prepared for college success.

The report concludes with some examples of how the state can utilize its policymaking authority to build stronger bottom-up/top-down partnerships to improve alignment between secondary and postsecondary education. Areas in which policy might be developed include the following:

1. Emphasize college readiness as a key state educational reform goal.
2. Develop policies to encourage dual enrollment courses.
3. Investigate ways to connect college placement testing more closely with the final two years of high school.
4. Encourage Advanced Placement<sup>®</sup> (AP) and International Baccalaureate (IB) programs in Massachusetts high schools.
5. Develop data systems that connect high school and college more closely and directly.
6. Conduct pilot and demonstration projects at select high schools that model how to connect better between high school and college.
7. Provide state level support and guidance for continued local partnerships.
8. Adapt state policy sufficiently to take into account key demographic differences and challenges present in the state.

Recommended next steps include the development of a multi-year strategic plan to build upon and strengthen the connections created and activities undertaken as a result of the workshops. The state education agencies are in a position to capitalize on educator enthusiasm and to use this energy to build a stronger, more vertically integrated educational system in which more students go to college and succeed.

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# Educational Policy Improvement Center (EPIC)

The Educational Policy Improvement Center, a 501(c)3 nonprofit organization, seeks to help policy makers and policy implementers alike do a better job of using educational policy as a tool to improve schooling and student learning.

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EPIC works with federal agencies, state education departments, non-governmental organizations, private foundations, and school districts to support research on a range of issues in the areas of high school-to-college articulation, adequacy funding, large-scale assessment models, and other policy initiatives designed to improve student success.

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# Introduction

Preparing all students for college and career readiness is a growing national priority as increasing numbers of parents, educators, business leaders, and politicians

emphasize the importance of a highly educated workforce and citizenry. Achieving this difficult goal is complicated by a number of factors. These include the separate governance systems for K-12 and postsecondary education, the lack of shared information and expectations across educational systems, the limitations of the existing means for determining college eligibility, the changes in the demographics of American public school students, and even the well-intentioned efforts of states to raise high school graduation requirements with inconsistent postsecondary involvement. The present means for connecting high school to college include course requirements, course titles, course grades, and admissions tests. These measures have allowed high schools and colleges to continue to function with almost no direct communication between one another regarding the knowledge and skills students need in order to succeed in college.

In Massachusetts, too many students currently arrive underprepared for the challenges of college work. Among 2005 public high school graduates who attended a public Massachusetts college or university in fall 2005, 37 percent enrolled in at least one remedial course in their first semester in college. The rate was higher at community colleges, where 65 percent of the 2005 School-to-College Cohort, enrolled in at least one remedial course. Likewise, the rate was 50 percent or higher for African-American, Hispanic, low-income, and limited English proficient 2005 public high school graduates. Students who place into developmental courses, which do not count towards degree requirements, are less likely to persist and graduate.

In order to sufficiently prepare students to succeed in the U.S. economy and society, schools need to hold high expectations for all students that lead to future educational

opportunities. These expectations need to be vertically aligned with the knowledge, skills, attitudes, and attributes necessary for success in college. As a concept, college readiness is multi-faceted comprised of variables internal and external to the school environment. A comprehensive definition of college readiness takes into account the key cognitive strategies (critical thinking skills), key content knowledge, academic behaviors, and contextual skills and awareness students need at the postsecondary level.

The Commonwealth of Massachusetts has taken a proactive approach to addressing the challenge of college readiness. A key strategy for increasing levels of college readiness and bridging the gaps between the secondary and postsecondary educational systems is to create partnerships between local colleges and high schools. Collaboration among high schools and colleges encourages a systematic approach to postsecondary preparation led by local stakeholders grounded in the latest findings and data on college readiness. This report details the 2008 Regional Alignment Workshops project, which brought together over 400 Massachusetts secondary and postsecondary educators for the purpose of developing and strengthening enduring partnerships to support college readiness for all Massachusetts students.

## **Project Overview**

On April 1, 2008, the Educational Policy Improvement Center (EPIC) contracted with the Massachusetts Department of Elementary and Secondary Education to offer comprehensive services designed to advance high school-college alignment. The following services were provided during the contract period (April 1 to September 30, 2008):

1. *Regional Alignment Workshops*: Designed to enhance alignment between high schools and their local community and state college or university, these four workshops enrolled between 81 to 115 individuals each. Participants at each

workshop formed strategic partnerships and developed action plans for improving college readiness locally.

2. *Access to College Ready Tools and Strategies:* EPIC's suite of strategies and online tools to improve high school-college alignment were made available in tandem with appropriate training and support.
3. *Technical Support:* Workshop participants benefited from action plan review and ongoing consultation and feedback on their local efforts to enhance high school/college alignment, materials support for curriculum and syllabi alignment, and technical support for senior seminars.
4. *Final Report and Policy Recommendations:* This report details the activities conducted over the course of the contract period, and concludes with state policy recommendations for supporting and scaling up local efforts to enhance high school-college alignment.

This report begins with a detailed description of the alignment workshop model, followed by an exploration of the partnerships that emerged or were further strengthened through the workshops, as well as the action plan themes. Technical assistance and support to action plan teams is detailed next, including highlights from some of the teams that made significant progress subsequent to the workshops. The report concludes with a discussion of the lessons learned and policy recommendations to enhance high school/college alignment and college readiness in the Commonwealth of Massachusetts.

# Alignment Workshop Design

The Massachusetts high school-college regional alignment workshops were grounded in the basic theory of action that local solutions and understandings of college readiness and alignment serve to create models for state and regional policy. This “bottom up” approach is designed to build upon local interests and capabilities to create real and enduring relationships between high schools and colleges that lead to more high school students choosing to attend college and achieving greater success while there.

This section provides an overview of the alignment workshop model, beginning with data on the individuals and institutions that participated in the workshops. Descriptions of the workshop agenda and activities provide the context for the following section on workshop outcomes.

## Participants

The four April alignment workshops brought together 365 participants from higher education and K–12 institutions, as well as individuals from local educational agencies and organizations. The Massachusetts Department of Elementary and Secondary Education, Massachusetts Department of Higher Education, and local regional partners recruited workshop participants. The initial registration period prioritized workshop registration to high schools in which 40 percent or more of their students were low-income. The rationale for this targeted recruitment strategy was that such schools have a greater proportion of students in need of additional support to successfully prepare for college.

Secondary schools and districts provided the majority of all participants (approximately 66 percent), with a total of 247 individuals representing 30 districts and 69 high schools. Participants from K–12 districts and secondary schools included a broad

range of administrators, instructional leaders, and teachers. Most participating high schools sent groups of four to five individuals.

Institutions of higher education (IHE) provided 99 workshop participants, which accounted for just over 25 percent of all participants. These individuals represented faculty in all disciplines, staff from a range of student programs, and administrators from all levels. Higher education participants came from 23 colleges and universities. Schools in the state public higher education system were well-represented; half of the state colleges, 80 percent of the state's community colleges, and all of the schools in the University of Massachusetts system participated in one or more alignment workshop.

In addition to local high schools, districts, colleges, and universities, a relatively small number of participants (n=22) represented other stakeholder organizations. The majority of these participants were from the Massachusetts Department of Elementary and Secondary Education, the Massachusetts Board of Higher Education, and the regional partners for the workshops: the CONNECT Partnership, the Colleges of Worcester Consortium, Five Colleges, Inc., and the Berkshire Compact for Higher Education.<sup>1</sup>

Data were collected from participants prior to each alignment workshop through a pre-workshop activity. Workshop organizers directed participants to an online form to solicit data on existing high school-college partnerships and alignment activities. The purpose of this form was twofold: it provided workshop organizers with useful information, which in turn informed the development of the workshop agenda, and also formed the foundation for a reference document later provided to all workshop

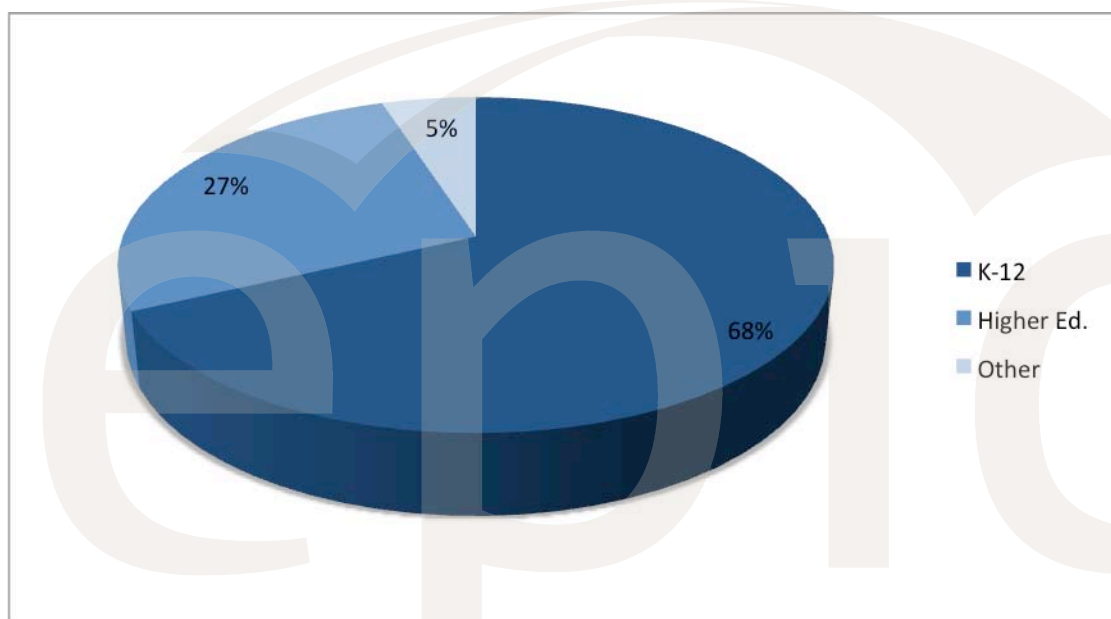
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<sup>1</sup> The University of Massachusetts Lowell was also a regional partner. UMass Lowell participants are included with the other higher education participants.

participants, “Examples of Programs and Practices Related to College Readiness in Massachusetts,” located in Appendix G. Through this activity, participants documented a diverse array of college readiness initiatives, including extensive dual enrollment programs and a number of academic outreach programs targeting low-income, minority students.

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**Figure 1: Workshop Participants**



**Table 1: Number of Workshop Participants by Type and Region**

	Western	Greater Boston	Northeast	Southeast	Total
	58	60	66	63	247
Higher Ed	22	20	43	14	99
Other	2	4	6	6	18
Total	82	84	115	84	365

A total of 76 additional individuals registered for a workshop but did not attend. Appendix A lists all participants and institutions in attendance by workshop attended.



## Workshop Agenda

The guiding premise behind the development of the workshop agenda was to begin with a comprehensive model of college readiness and an overview of strategies and techniques directly related to achieving the goals of this model. Participants then had the opportunity to apply this knowledge to develop strategic partnerships and concrete action plans.

Each workshop began with a keynote address by Dr. David Conley, EPIC's Chief Executive Officer, on creating partnerships for improved college success. Shelley Tinkham of the Massachusetts Department of Higher Education presented *Highlights of the 2005 Massachusetts School-to-College Report* in the morning session to provide the critical contextual data available to frame the discussion. The EPIC team researchers then presented, explained, and demonstrated techniques for increasing high school-college alignment, including:

- *Discrepancy Analysis*: an examination of critical data points to identify gaps in the system;
- *College Readiness Evaluation for Schools and Teachers (CREST)*: an online diagnostic tool for comprehensively assessing a school's college readiness programs and practices;
- *College-readiness Performance Assessment System (C-PAS)*: a formative performance assessment system to gauge student acquisition of key cognitive strategies necessary for college readiness in grades 6-12;
- *SyllabusMaker*, a software program used to develop consistent and high-quality syllabi;
- *High School-College Partnerships/Senior Seminars Model*: a carefully designed high school exit level course designed to prepare seniors for the challenges of college-level work; and

- *Exemplar Development*: a technique for selecting and annotating work to make student performance levels explicit and transparent across the secondary and postsecondary systems.

Workshop organizers worked closely with regional partners to seat participants at tables where they were matched with natural partners. For example, college and university participants were seated with teams from feeder high schools whenever possible. When existing partnerships and alignment activities could be identified prior to the workshops, institutions with existing connections were seated with one another. In a few cases, it was not possible to seat high school participants with higher education participants. In these cases, secondary educators were partnered with others from different districts and encouraged to share ideas, strategies, and challenges.

The alignment workshops structured group activities into two distinct sections. Following the informational presentations in the morning, each team completed a discrepancy analysis. This activity encouraged acknowledgment and discussion of current practices and was designed to help teams to identify a focus for the action planning that would take place in the afternoon. Teams used a template to complete this exercise, which inventoried local high school/college alignment activities and provided an opportunity for teams to reflect upon any gaps between current practices and desired outcomes. Participants then identified the strategies that would best support high school/college alignment in their local area and defined a target college readiness issue. During lunch, the workshop facilitators synthesized the data from the morning activity and then shared a summary of issues discussed with all participants as the kickoff for the afternoon session.

The afternoon group activity focused on action planning. The purpose of the action plans was to articulate concrete strategies for high school/college alignment. The

starting point for each plan was with the target issue identified in the morning activity. Teams collaborated to articulate a measurable goal statement, agree upon a target population, and think through the specific activities they would undertake to meet their goal. Participants were encouraged to note the resources available and needed for each activity, as well as a deadline and lead person. The implementation section of the action plan template provided space for documenting the potential obstacles, measures of success, and concrete next steps.

At the conclusion of the workshops, EPIC staff collected the action plans. Subsequent to the meeting, the plans were typed and formatted and returned to participants. This also allowed EPIC to analyze the content of all plans and to determine the technical assistance most appropriate for each team and partnership.

# Workshop Outcomes

The immediate outcomes of the regional alignment workshops were the partnerships and action plans that resulted from the day's activities and that expressed locally-

identified priorities to advance college readiness and promote alignment between high schools and local colleges and universities.

## Partnerships

The alignment workshops resulted in 53 teams developing action plans for increasing college readiness. The extent to which these action plan teams comprised both K–12 and higher education participants varied considerably. While the majority of teams included representatives from local high schools and institutions of higher education (58 percent), a third of the teams consisted exclusively of participants from secondary schools and districts.

*Table 2: Composition of Action Plan Teams by Region*

	Western	Greater Boston	Northeast	Southeast	Total
K-12	3	10	1	4	18
Higher Ed	0	2	2	0	4
Both	6	4	12	9	31
Total	9	16	15	13	53

For the most part, the composition of the action plan teams was consistent across regions. The Boston area workshop deviated the most from the overall average, where only four of the 16 teams formed included participants from both K–12 and higher education institutions. On the opposite end of the spectrum, the northeast region workshop had only one team that consisted exclusively of secondary participants; additionally, the northeast region had almost twice as many individuals from higher education institutions in attendance than any of the other workshops.

Collaborations between community colleges and high schools or school districts were the most common among the partnerships that formed. Thirty-one high school/college partnerships formed in all, and 22 of these included at least one community college.

At the workshop in the northeast region, five groups formed that included participants from a local community college, UMass Lowell (also the regional partner), and K–12 school(s) and/or districts.

Among the teams consisting solely of K–12 participants (n=18), half represented a single high school. Other secondary education teams included representation from the local district (n=3), a local coalition (n=2), or another local high school (n=4). While these teams developed their plans without a higher education partner present, the majority of the teams outlined strategies for partnering with a local community college or university in their action plans.

## **Action Plan Goals and Strategies**

There were many commonalities among the action plans that teams developed, and these patterns were relatively consistent across regions. The most common action plan goals fall into the following general categories:

- raising awareness about college expectations;
- aligning curricula and/or syllabi between high school and college;
- preparing for, administering, and utilizing information from placement exams;
- establishing new high school/college partnerships or strengthening existing ones.

It should be noted that most action plans articulated more than one goal and that the goals above were often articulated in combination with one another. Summaries of all 53 action plans are provided in Appendix F.

## *Raising Awareness*

The most prevalent action plan goal was raising awareness among faculty, students, and parents around college expectations. Half of the action plans aimed to raise awareness of the discrepancies between high school and college expectations. A common strategy for increasing awareness among high school students was the implementation of early awareness programs targeting students in the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades. Descriptions of early awareness programs tended to focus on building a college-going culture within the school, understanding academic expectations, developing career knowledge, and strengthening contextual skills and academic behaviors, such as how to navigate the college admissions process and time management skills. Several plans also specified the need to provide financial aid information to students and their parents as part of the early awareness program. The majority of the responsibility for implementing these early awareness programs described above was assigned to the guidance departments at each high school.

Strategies to raise awareness among staff and faculty focused explicitly on the content knowledge students need to succeed in entry-level college courses. A prevalent goal was increasing teacher awareness of the expectations for the pre-requisite knowledge and skills for college freshmen in math and English classes. The most common action plan strategy toward this end was to invite college faculty to visit the high school and share their expectations with colleagues in their discipline, often in the context of a department meeting.

Action plans focused on raising awareness in some capacity were most numerous in the northeast and greater Boston regions, where 10 groups at each workshop specified this as a priority.

## *Curriculum and Syllabi Alignment*

A second theme across regions was the alignment of curricula and standards, with thirty percent of all action plans oriented toward at least one of these goals (16 in all).

Among these plans, curriculum alignment was more common than syllabus alignment, with the emphasis tending to fall on the vertical alignment of math and English

courses. Most teams developed strategies to advance curriculum alignment by convening faculty groups to discuss expectations and develop curriculum maps. All of these groups included plans for vertically aligning the high school curricula with that of a local college, and two planned to align with middle school curricula as well.

Plans to align syllabi were included in two of the plans calling for curriculum alignment. Math, English, and one UMass pre-collegiate program were specifically mentioned as courses for which aligned syllabi could be developed. A common feature among the action plans that focused on syllabi alignment was to implement a common syllabi format as a means of promoting horizontal alignment. In most of these plans, the teams expressed interest in using SyllabusMaker to standardize the structure and formatting of syllabi throughout their schools.

## *Placement Examinations*

Ten teams planned to use Accuplacer, an exam created by the College Board to place entering students into appropriate college courses in math, English, and reading.

Action plans that included Accuplacer referenced increasing access to and administration of the assessment tool to identify skill deficits among high school students, often well before the senior year. Some teams articulated plans to subsequently develop and implement interventions based on student performance on the exam and—in one case—to map high school writing standards from the essay portion of the Accuplacer. In other plans, raising student awareness of their level of

preparation for entry-level coursework was the primary purpose of administering the exam.

### *Establishing and Strengthening Partnerships*

A final theme among action plans was to establish new high school-college partnerships and/or strengthen current partnerships, which was a goal for 19 of the teams. Plans outlining a general goal of establishing or strengthening partnerships tended to emphasize dual enrollment programs, student visits to college campuses, and fostering collaboration among faculty. There was a great deal of overlap between the plans that sought to raise awareness of college expectations and those that aimed to develop some sort of general collaborative relationship with an often unspecified local college.

Teams comprised exclusively of K-12 participants frequently expressed an interest in developing a partnership with a local institution of higher education. Many of these groups outlined plans to collaborate with specific colleges for curriculum and syllabi alignment and activities to raise awareness about college-level expectations. Only one of the plans focused on Accuplacer similarly expressed plans for collaborating with a higher education institution in this manner.



# Technical Assistance and Action Plan Progress/Follow Up Activities

During the months following the April workshops, EPIC provided technical support to all participants. This section presents an overview of the requests for technical assistance and support provided. Highlights of the progress of specific teams made in advancing their action plans illustrate the local impact of the regional alignment workshops.

## Workshop Follow Up and Support

Immediately following the workshop, EPIC reviewed each team's action plan and converted it to an electronic format. All 365 participants received electronic versions of their team's action plan within a week of the workshop they attended. Additional information about EPIC tools and services accompanied these action plans and was tailored to the content of each group's plan. EPIC invited participants to complete an online evaluation of the workshop and reminded them that EPIC tools and technical support would be available through September 30 at no cost to participants.

In August, EPIC staff requested feedback from participants on their team's progress toward the goal(s) set forth in their action plan. This correspondence reminded participants that the end of the technical assistance period would be September 30, encouraged them to contact EPIC for support in the coming month, and reminded them of access to EPIC tools including SyllabusMaker, CREST, C-PAS, and Senior Seminars.

In addition to the correspondence and updates sent to all participants, EPIC made every effort to contact each action team's table leader to request an update on the team's progress to date, plans for the coming year, and to once again offer technical support and assistance. For any groups that had not yet moved forward on the action

items articulated in their plans, data were collected on the perceived barriers to full implementation of the plan. In order to maximize the collection of data from groups that had been unresponsive to emails, EPIC researchers personally called team table leaders to conduct an informal informational interview. Data from these sources are presented in the *Lessons Learned* section of this report.

### *Requests for EPIC Tools*

The majority of technical support requests in the months following the April workshops related to accessing the online tools made available to workshop participants.

Workshop participants expressed interest in using specific alignment tools and techniques via their action plans, through email and phone correspondence with EPIC, and in their workshop evaluation forms. Overall, participants were most interested in SyllabusMaker. Participant interest in the Senior Seminar model and C-PAS was also strong. Requests for CREST, exemplar development, and discrepancy analysis were not as prevalent.

*Table 3: Participant Interest in and Usage of Tools and Techniques*

	Action Plan	Email/Phone	Evaluation	Total	Registered Users*
CREST	1	3	4	8	5
C-PAS	3	10	3	16	13
Senior Seminars	7	2	12	19	--
SyllabusMaker	6	6	10	22	94
Exemplar Development	1	1	6	6	--
Discrepancy Analysis	0	2	5	7	--

\* Senior Seminars, Exemplar Development, and Discrepancy Analysis have null values for registered users since they are not online tools with a registration system.

## Responses to Tool Requests

Participants with interest in a particular alignment technique were accommodated in several ways, depending on the nature of the request and the status of the tool.

As noted in the action plan descriptions in the preceding section, many teams developed plans to align curricula and syllabi that called for the use of SyllabusMaker. Participants initially received EPIC's *High Quality Syllabus* guide, which described in detail the essential components of exemplary syllabi. This guide preceded the launch of SyllabusMaker v.1.3, which was released in July to the participants and institutions that had specifically requested SyllabusMaker. By September, 94 participants from 18 institutions had created accounts in SyllabusMaker and had commenced using the tool to create syllabi.

**Table 4: SyllabusMaker Users by Region and Institution**

Western	Greater Boston	Northeast	Southeast
<ul style="list-style-type: none"><li>• Chicopee High School</li><li>• Five Colleges, Inc.</li><li>• Holyoke High School</li><li>• Mount Greylock Regional High School</li><li>• Southwick-Tolland Regional High School</li><li>• Springfield Public Schools</li><li>• Westfield Public Schools</li></ul>	<ul style="list-style-type: none"><li>• Brighton High School</li><li>• Charleston High School</li><li>• Milford Public Schools</li><li>• Somerville High School</li><li>• Somerville Public Schools</li><li>• The Learning Center for the Deaf</li><li>• UMass Boston Pre-Collegiate Programs and Veteran's Upward Bound</li><li>• West Boylston Public Schools</li></ul>	<ul style="list-style-type: none"><li>• Burlington High School, Lawrence High School</li><li>• Lawrence Public Schools</li><li>• Northeast Metro Tech</li></ul>	<ul style="list-style-type: none"><li>• Falmouth High School</li><li>• Middleborough High School</li><li>• Middleborough Public Schools</li></ul>

Those with an interest in the CREST diagnostic tool gained access to a sample survey intended to provide a preliminary snapshot of the school's orientation to college readiness. Schools interested in CREST were also noted as potential pilot sites for the 2008–09 school year, when national piloting and data norming processes are planned

for this tool. Eight institutions indicated an interest in CREST, the majority of which were in the northeast region.

**Table 5: CREST Interest by Region and Institution**

Western	Greater Boston	Northeast	Southeast
<ul style="list-style-type: none"> <li>• Mount Greylock Regional School District</li> </ul>	<ul style="list-style-type: none"> <li>• Charleston High School</li> </ul>	<ul style="list-style-type: none"> <li>• Burlington High School</li> <li>• Lawrence High School</li> <li>• Lowell High School</li> <li>• Revere High School</li> </ul>	<ul style="list-style-type: none"> <li>• Sturgis Charter Public School</li> </ul>

A C-PAS demonstration account was developed for workshop participants.

Participants had the opportunity to access the C-PAS task bank, which included English/Language Arts and Mathematics content tasks for grade levels 6–12. These tasks embed within existing curricula and are part of a formative assessment system designed to track the development of the five key cognitive strategies (thinking skills) EPIC considers essential to college readiness. Sixteen participant institutions indicated an interest in using C-PAS, and 13 registered for an account to access the task bank.

**Table 6: C-PAS Interest by Region and Institution**

Western	Greater Boston	Northeast	Southeast
<ul style="list-style-type: none"> <li>• Holyoke High School</li> <li>• Mount Greylock Regional High School</li> <li>• South Hadley High School</li> </ul>	<ul style="list-style-type: none"> <li>• Fenway High School</li> <li>• Peabody High School</li> <li>• UMass Boston Pre-Collegiate Programs</li> <li>• West Boylston Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Burlington High School</li> <li>• Lawrence High School</li> <li>• Lowell High School</li> <li>• North Middlesex Regional High School</li> <li>• Northbridge Public Schools</li> <li>• Lowell Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Norton High School</li> </ul>

### *Other Requests for Support*

In addition to the requests for assistance with and access to EPIC's online tools, several participants contacted EPIC for more information on the Senior Seminar model, exemplar development, and conducting discrepancy analyses. EPIC customized responses to each of these requests depending on the nature of the request and the action plan with which it was associated. Technical assistance for these requests included materials support and resource identification, as well as assistance planning for continued partnering.

EPIC's sister organization, the Center for Educational Policy Research (CEPR), provided extensive Senior Seminar resources for participants to download from its website. In addition, CEPR Co-Director Dr. Terri Ward consulted with various participants through conference calls and email, including connecting Massachusetts's educators with schools in other states that had experience implementing Senior Seminars. Similar support was provided for groups interested in developing exemplars and conducting discrepancy analyses.

Teams that took advantage of technical support to access consultation on their action plans and planning for continued partnering benefited from the many years of experience EPIC has conducting high school/college alignment activities throughout the United States. Technical assistance included conference calls with EPIC's senior management, email consultation, online demonstrations of EPIC tools, syllabi review, analyses of action plan strategies, and assistance planning professional development activities. The next section describes these teams and EPIC's role in assisting them with their action plans.

## Action Plan Progress Highlights

The April regional alignment workshop served as the catalyst for ongoing alignment activities at the local level in most regions. EPIC made every effort to contact each action plan team for updates on its progress to date and plans for the 2008–09 school year. The following examples highlight some of the prime examples of how teams created local partnerships tailored to the needs of their communities. These examples vividly demonstrate the potential for ongoing high school/college partnerships throughout the Commonwealth.

### *Western Region*

Subsequent to attending the April workshop, colleges of Worcester Higher Education Access Committee adopted college readiness as its primary focus for the 2007–08 school year, and for all of 2008–09. This work was titled the Student and Undergraduate Continuing Conversations Ensuring Student Success Initiative (SUCCESS Initiative). A Worcester Public Schools administrator and Colleges of Worcester Consortium staff member who attended the April workshop in the southeast region spearheaded this effort.

A kick-off meeting for the SUCCESS Initiative was held at Quinsigamond Community College on June 19. EPIC provided extensive support to plan the day's activities and returned to Massachusetts to facilitate the meeting. The agenda for this meeting largely replicated the program offered at the April regional workshop, omitting most of the content on EPIC alignment tools and techniques. A primary goal for meeting organizers was to build trust among participants, and in turn lay the foundation for ongoing communication between Worcester Public Schools and institutions of higher education in the region.

As with the April workshops, there was a greater proportion of K–12 faculty and administrators than their higher education counterparts. Sixty of the 80 individuals in

attendance were from Worcester Public Schools, and twenty were from Worcester area colleges and universities.

This collaboration between Worcester Public Schools, Quinsigamond Community College, and the Colleges of Worcester Consortium exemplifies the capacity for locally-based alignment activities with access to a support structure. Through the April workshop, key individuals had the opportunity to strategize around how to collaborate, and subsequent to the workshop team members were proactive in accessing the full range of technical support available from EPIC. The SUCCESS Initiative will hold another large meeting in October to plan its work for the 2008-09 school year, and will likely continue to build on the momentum created by the first meeting.

### *Greater Boston Region*

The Greater Boston regional workshop had a higher proportion of teams working in groups that were comprised exclusively of secondary or postsecondary participants, but nonetheless provided a wonderful example of how personal introductions can serve as the entry point to ongoing collaboration across institutions.

The April 4 Boston area workshop was the starting point for a mathematics-focused partnership between Malden High School, Framingham State, Salem State, and Tufts University. The Malden High School Mathematics Chair and Principal connected with a Massachusetts Department of Higher Education staff member at the Regis College workshop. There they brainstormed ways in which the Malden High School Math Department could connect with college math professors. As a result, the Malden High School faculty later had conversations with Tufts and UMass Boston math professors, and received feedback from on the high school's mathematics assignments. Plans are currently in place to meet with additional higher education faculty.

The Massachusetts Department of Higher Education representative was instrumental in bringing stakeholders together in this example. This individual not only brought the

high school and college faculty together as described above, but also personally observed math classes at Malden High School and reviewed the various math tracks. She has since recommended that the school consider offering a *Quantitative Reasoning* course modeled after the UMass Boston course for its weakest math students in their senior year.

Had it not been for the regional alignment workshop, these individuals might not have met and had the opportunity to collaborate in such a substantive way.

### *Northeast Region*

The April regional alignment workshops inspired a professional development day at Mount Wachusett Community College that brought together local high school and college faculty to develop local plans for alignment work. EPIC provided the keynote speaker for day, which was coordinated by the MWCC's Vice President of Access and Transition. This event focused on the transition from senior year of high school to freshman year of college. Attendees included faculty from Mount Wachusett Community College and Gardner Public Schools.

Materials for the workshop were drawn largely from the April regional alignment workshop, including the discrepancy analysis and action plan templates (located in Appendix H). Following the keynote address from EPIC's Dr. Terri Ward and presentation by Melissa Fama, Associate Vice President of Academic Affairs at the college, breakout sessions were held to focus on transition issues and challenges by discipline, and plans for district and MWCC collaboration. Just as with the April workshops, this event concluded with report backs from participants.

Also in the northeast region, the North Middlesex District hosted a gathering that brought together the Mount Wachusett Community College English Department and 35 of the district's teachers in grades 6–12. The topic of the meeting was college writing expectations. They planned to offer a workshop later in the summer to similarly



discuss college math expectations. Both meetings were a direct result of the April workshop.

One group that was particularly proactive in accessing technical support from EPIC was the UMass Lowell Partnership for College Success with Lowell High School. This team requested support with syllabi review, facilitating vertical teams, and collaboratively developing incremental benchmarks. Senior EPIC staff provided suggestions and resources for incorporating higher education modules into the high school curriculum, use of work student work samples, and faculty exchanges. EPIC provided consultation on the course design for “You Too,” a video production course offered to Lowell High School students through UMass Lowell. Students in this class produce a public access television series on going to college.

The examples illustrate the breadth of possibilities that exists at the local level for advancing college readiness through high school/college partnerships. In each of these cases, the stakeholders maximized their time at the regional workshop through networking and developing realistic action plans. As a result, five months later their work is continuing to evolve, and serves as a model for others throughout the state.

## Evaluation Results

Overall, the April alignment workshop and following months of technical support were successful in providing over 350 Massachusetts educators with a common understanding of college readiness and an opportunity to address local issues with a strategic local partner. The extent to which teams advanced their action plan goals and accessed technical support from EPIC toward this end varied considerably, as could be expected. EPIC staff sought to contact all teams to determine the reasons for this variation. Some teams did not respond to follow-up communication attempts after the workshops, while others stayed in regular communication seeking support—not only with their action plan activities, but general consultation about high school/college partnerships as well. This section summarizes the feedback collected from participants and considers the implications for future alignment work in Massachusetts.

### Evaluative Feedback from Participants

Participants provided feedback via an online evaluation form and through their correspondence with EPIC. Forty-three participants completed this evaluation form, which represented a 12 percent response rate. For the most part, the scores and comments were positive, and valuable feedback and suggestions were offered. The average scores and themes that emerged are provided in Table 7.

**Table 7: Summary of Feedback Scores**

	Western (n=9)	Greater Boston (n=9)	Northeast (n=15)	Southeast (n=10)	Total
How useful was this workshop for learning more about ways to improve college readiness and high school/college alignment in your area? (1=not useful, 4=very useful)	3.00	3.22	3.40	3.10	3.21
How useful was the action plan exercise in helping you to think through potential activities that would improve college readiness and high school/college alignment in your area? (1=not useful, 4=very useful)	2.56	2.67	3.00	3.50	2.95
How important was it to have a mix of high school and college faculty participating in the workshop? (1=not important, 4=very important)	3.44	3.44	3.93	3.90	3.72
How confident are you that you will be able to use what you learned today, as well as further support from EPIC staff, to implement an action plan in your area? (1=not confident, 4=very confident)	2.89	2.78	3.27	3.00	3.02

The responses to the evaluation were more or less evenly distributed across regions, with nine responses each in the Western and Boston regions, ten in the Southeast, and fifteen in the Northeast. Comments participants made in their evaluations of the workshops vividly illustrate the perceived value and impact:

***It opened my eyes to what our students face in college math and how we can help them NOW.*** --High School Math Department Head

***One of the most beneficial workshops I have been to in three years with the DESE.*** --District Curriculum Coordinator

***Dr. Conley and his team are inspirational and model powerful behaviors. We need more time with them to help us master the skills that will support the ideas.*** --Community College Dean

***Bring folks together was of “epic” importance. Communication is the necessary starting point.*** --Department of Higher Education Staff

Several participants spoke to the value of bringing high school and college stakeholders together, stating that the opportunity to meet and work with administrators and teachers was tremendously beneficial. For some, the workshop

was the first time they had met their professional counterparts; for others, the workshop provided an avenue for solidifying existing partnership work. The mixture of high school and college faculty within table groups was identified as a key aspect to the essential formulation of successful action plans. Many participants felt that pairing with logical strategic partners was a positive element of the workshops.

Several participants were eager to share the action plans created at the workshop with faculty and stakeholders within their own institutions. Some participants went away from the workshop planning on sharing the information gathered with department heads, administrators, school committees, and other faculty members. In one case, a participant planned to connect the information with professional development programs the following year.

The most common concern noted involved the absence of certain key stakeholders and the seating arrangements, which were closely related issues. High schools that were seated with other high schools noted that they would have preferred to work independently. In some cases, the higher education participants were partnered with high schools that were not in their feeder regions, which was cited as being problematic. In cases such as these, the action plans that developed proved less practical and more theoretical, generating excellent ideas to be implemented with other partners.

Some higher education participants indicated that they received late notice of the workshops, and were thus unable to involve key faculty members.

The workshop agenda was ambitious, and several participants indicated they felt there was not enough time to fully develop their needs, action plan, and implementation strategies in the time provided. Some participants also felt that the timeline for technical assistance was insufficient to access adequate support from EPIC, especially given the traditionally low levels of activity over the summer months. Some participants

felt like the morning activities were not sufficiently integrated with the action planning activities, and that more time needed to be spent building the capacity of teams to work together.

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### Implications for Future Work

The development of high school/college partnerships is an on-going process. Individuals and institutions that were already invested in creating high school/college partnerships tended to have a more positive perception of the workshops, and were most proactive in advancing their action plans after the workshops. In cases where most of the information presented was new, the primary value of the workshops was in raising awareness about the need to create partnerships across institutions.

Any future events aiming to bring high school and college practitioners together to plan alignment activities should be strategically coordinated. It is essential to have not only a balance of high school and higher education participants from the outset, but also individuals who are in positions to effectively address the issues at hand. Several participants suggested inviting administrators, department chairs and teachers, librarians, decision makers, and additional admissions representatives to workshops. Involving participants from private colleges and universities was also suggested. In order to ensure the appropriate stakeholders are in attendance, sufficient time must be allotted for their recruitment and registration.

However, simply inviting the right people is not enough—seating arrangements and activities should also be planned intentionally. Natural and existing partnerships are best identified prior to the creation of a seating chart with input from local experts. Some participants referenced adding certain key participants to their groups would have facilitated more successful action planning. For higher education participants, this often implied being grouped with existing high school partners or high schools from feeder schools in their areas. Many high school-based participants voiced the

importance of having higher education faculty at their table to create partnerships and facilitate alignment. There was a consensus among the group that a mixture of higher education faculty and high school faculty needed to be present in order to make the best use of time allotted. This issue was prevalent in many of respondents' feedback regarding suggestions to improve workshops and the ability to create action plans in the future.

After the workshops, continued leadership and initiative from key decision makers is essential in order for plans to move forward. Teams that made the most progress with their action plans often benefited from the guidance and support of an external organization (such as the Colleges of Worcester Consortium) with a highly-motivated individual committed to move the work forward.

These highlighted examples clearly demonstrate the capacity for a small number of individuals to move a significant project forward without adding significant time or resources, given the initiative and support of key stakeholders. In contrast, many other groups had action plans that appeared equally well developed, but were not advanced subsequent to the workshop, likely because of competing priorities facing participants.

## Recommendations

Massachusetts is doing a lot, much more than many other states, to connect secondary and postsecondary education, but the activities are not necessarily strategic, linked, or comprehensive. The time appears to be right for the state to guide initiatives that help to focus, coordinate, and jump-start local efforts to connect high schools and colleges. Strategic interventions can yield leveraged action at the local level, resulting in significant change and movement toward enhanced alignment that leads to more students going on to postsecondary education and succeeding subsequently.

The following recommendations are based on a combination of data sources including participant discussions and suggestions at the workshops, results from the participant evaluations, and general observations about the context of alignment in Massachusetts in relationship to other states in which EPIC is actively engaged.

### POLICY RECOMMENDATIONS:

1. *Emphasize college readiness as a key state educational reform goal.*

Massachusetts has been engaged in significant educational reform over the past 15 years, during which reform has been focused on improving the skills of the state's high school students, among other major goals. While evidence of the success of the reforms is manifold, these efforts have stood relatively independent of college readiness. The net effect has been that high school educators in particular have focused on getting students ready to achieve passing scores on the MCAS but have paid less attention to the relationship between MCAS and college readiness for their students.

A key set of actions that DESE and DHE could undertake jointly is to help Massachusetts secondary educators understand how the MCAS relates to

college readiness so that high school programs of instruction could be fully aligned with college readiness for all students and not bifurcated into the MCAS track and the college prep track.

It is recommended that the state undertake an alignment study of the relationship between state content standards, MCAS, and a set of college readiness standards. To accomplish this goal, it is recommended that the state adopt a common definition of college readiness, one that is shared by DESE and DHE. The state's participation in the American Diploma Project Network may provide opportunities of this nature, but the two departments of education should launch a high-profile initiative to inform educators and parents regarding the relationship between high school standards and assessments and college readiness.

2. *Develop policies to encourage dual enrollment courses.* Dual enrollment programs in Massachusetts, vibrant in places, appear to be relatively idiosyncratic and fragmented when viewed from a statewide perspective. Although legislation is on the books to support such programs, local school districts and postsecondary institutions do not seem to be taking full advantage of the potential that dual enrollment courses offer as a concrete strategy to enhance student college readiness. A number of other states have utilized dual enrollment as a key approach to creating more continuity between high school and college. Although quality issues must be addressed when dual enrollment courses begin to proliferate, they do help sharpen the distinction between what constitutes a high school course versus a college course.

It is recommended that DESE and DHE explore policies to encourage, support, and coordinate dual enrollment programs at the local level throughout the state. This initiative might begin with an examination of dual enrollment policies in other states and follow with an inventory of existing programs within the state.



This information could then be analyzed to develop a framework for a state policy on dual enrollment that includes ways to encourage and increase dual enrollment offerings, create necessary quality control mechanisms, and make recommendations for related fiscal policies.

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3. *Investigate ways to connect college placement testing more closely with the final two years of high school.* High school educators are expressing heightened interest in the content of placement tests and how the data from placement tests can be used to inform instruction during the junior and senior years of high school. The state education agencies can assist by making placement policies at state postsecondary institutions clearer and more transparent to high school educators and administrators, by encouraging greater standardization in placement policies among postsecondary institutions, by helping high school educators learn what is tested on placement examinations, and by providing more information to high school administrators in particular regarding the performance of their graduates on placement exams.

An additional strategy is to identify more clearly the relationship between MCAS scores and postsecondary readiness. While MCAS was never designed to be a measure of college readiness, it is likely to have some relationship with postsecondary performance. The degree and nature of that relationship needs to be understood and communicated to educators and students. A more far-reaching approach would be to examine MCAS content to determine if any changes should be made over time in order to align the test better with postsecondary readiness standards so that it becomes a stronger measure of college readiness.

Beyond the use of existing tests, the state could help generate more useful information about college readiness by investigating additional measures, particularly formative assessments, which provide a profile of student readiness

in the all-important cognitive dimensions of college readiness. Such measures help educators stay on track with the challenge level of their courses and let students know where they stand more accurately than do grades alone.

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4. *Encourage Advanced Placement® (AP) and International Baccalaureate (IB) programs in Massachusetts high schools.* While participation in AP courses has been increasing in the state since 1997 and the rate of participation in 2004 was a respectable 15%, the state could take advantage of AP courses to a greater degree. The advantage of AP and IB is that they establish a *de facto* benchmark for college readiness within a high school. Currently, these are the only programs that define college readiness at the course level in relation to an external examination. As such, each program helps high schools think more deeply about what it means for students to be college ready and how the rest of the school's instructional program aligns with the AP and IB elements.

Using AP and IB as benchmarks can lead to a more aligned instructional framework that lead to college readiness. The state can support school-level alignment studies that lead to "pre-AP" programs and other improvements in overall course quality and challenge level. The state support can include access to alignment resources and programs and grants for target schools to conduct such studies.

If the state can help schools align curriculum with AP and IB as the benchmark, more students will ultimately be ready for such courses and for the examinations associated with them. The net result is more students who are college ready and who attend Massachusetts postsecondary institutions prepared to succeed.

5. *Develop data systems that connect high school and college more closely and directly.* The recently developed *School-to-College Report* from the DHE and

ESE is an important step forward toward a more connected data system linking high schools and colleges. This system should be developed and implemented fully, with training for high school educators on how best to use available data to improve high school programs of instruction. Similarly, colleges should be encouraged to work more closely with high schools to use this information to design more seamless transition programs.

The data system should be expanded to include more comprehensive measures of student performance in postsecondary education and to report all information by the high school of origin. In the longer term, it may be possible to consider “benchmark” assignments in certain key entry-level college courses, such as a writing assignment, that all incoming students complete. The results from this assignment can then be used to gauge writing skills, for example. This type of more skill-based assessment can help focus in on the strengths and areas in need of improvement in the secondary system as well as illustrating the expectations present in postsecondary education for incoming students.

6. *Conduct pilot and demonstration projects at select high schools that model how to connect better between high school and college.* Massachusetts educators who attended the workshops demonstrated high degrees of interest in creating stronger relationships between high schools and college. Most participants wanted to know how this is being done in concrete and comprehensive terms. One of the best ways to accommodate this interest is with demonstration sites that model how to get more students ready for college. These demonstration sites would focus in particular on students from groups historically underrepresented in college.

As an additional benefit, these demonstration sites could be used to help teacher educators learn how to redesign teacher preparation programs. By seeing how these high schools hold all students to high standards and the

challenge level of the curriculum, teacher educators could recalibrate their programs to ensure that the next generation of teachers entered the profession with appropriately high expectations and the skills to teach students at these higher levels of expectation.

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7. *Provide state level support and guidance for continued local partnerships.* The workshops also revealed the interest and enthusiasm for local partnerships. Given the state's strong traditions of local control of public education combined with the complex structure of postsecondary education in the state, local partnerships would seem to be an ideal strategy for creating a more highly aligned educational system.

Local partnerships require information, coordination, guidance and resources. The key players for success are already fully engaged with other responsibilities and competing priorities. The most successful local partnerships currently improving alignment are supported by regional organizations (i.e. the CONNECT Partnership, the Colleges of Worcester Consortium, Five Colleges, Inc., the Berkshire Compact for Higher Education, and The University of Massachusetts Lowell) that provide expertise and a centralized point of access and coordination for local partners.

The state can encourage local partnerships by helping to organize and sustain regional sponsoring organizations that can undertake partnership activities locally. These organizations can work in close coordination with DESE and DHE while still retaining autonomy to meet member needs at the local level. This type of partnership can incorporate the best of bottom-up and top-down policy development and implementation.

8. *Adapt state policy sufficiently to take into account key demographic differences and challenges present in the state.* A key theme that emerged from the

workshops is that urban, suburban, and rural partnerships each face different challenges. For example, higher education institutions in the Boston area draw from a large pool of feeder high schools, and developing meaningful partnerships with all of them is challenging without some sort of help in doing so and some sort of mandate for this to happen. In rural areas, the number of key players for K-12 and higher education partnership is limited. This has facilitated relationship building once the key players recognize the importance of addressing college readiness issues. A community college that typically draws from a small pool of feeder high schools can easily identify the most logical partners in this context. Suburban schools may see themselves oriented as much toward private as public postsecondary institutions, and it is important for these secondary schools to develop full partnerships with state public postsecondary institutions as well.

The state can help these diverse constituencies create stronger local high school-college partnerships by developing different models for collaboration and by establishing policy requirements for partnership relationships that take into account the context of the institutions and of their mutual relationships.

## Next Steps

The Massachusetts Regional Workshops were effective in achieving the goal of strengthening connections between secondary and postsecondary education at the local level. The response to the workshops was very positive and enthusiastic, as indicated by the enrollments, attendance, participation, and follow-up activities. Given the many competing priorities in the daily lives of educators, their response to this workshop indicates the timeliness of improving college readiness and forging stronger high school-college connections.

It is worth noting in summary that most participants were at an awareness level and were most interested in activities that build awareness of the importance of better connections between high school and college. They were seeking information and ideas that they could use to increase buy-in within their institution and that could result in demonstrated successes. Most were not at a level of considering large-scale changes or major structural modifications of their programs.

From this perspective, the Massachusetts Regional Workshops can be viewed as an important first step, a foundational activity upon which additional initiatives and efforts can build. The workshops enabled participants to get to know one another, to begin to develop mutual respect and trust, and to identify areas of common interest where mutually beneficial action might be taken. However, much of the benefit of these workshops will be diluted if no follow-up takes place.

The technical assistance provided by EPIC helped a number of partnerships to explore further specific strategies and tools to enhance alignment between high school and college. Creating strong connections across systems will require continued nurturing, support, and specific reasons to connect. The two state educational agencies, DESE and DHE, are in a much better position to encourage strong local connections as a result of these workshops. The time is right for a multi-year plan with clear targets

focused on increasing student participation and success in postsecondary education. The workshops offer insight into how such a plan might be constructed and implemented.

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## Appendix A: Institutions and Participants

First Name	Last Name	Position/Job Title	Organization
Meg	Daugherty	Math Department Chair	Abington High School
Elizabeth	Gonsalves	English Department Chair	Abington High School
Teresa	Sullivan	Principal	Abington High School
Richard	Mello	Branch Manager	Adecco
Gary	Lincoln	Principal	Apponequet Regional High School
Bob	McKay	Guidance Director	Apponequet Regional High School
Claudia	Soares	Math Department Chair	Apponequet Regional High School
Mark	Hollick	Curriculum Coordinator/Administrator	Assabet Valley Regional Technical High School
George	Luoto	School Committee Member	Assabet Valley Regional Technical High School
Mary Jo	Nawrocki	Principal	Assabet Valley Regional Technical High School
Allen	Bruehl	Director, Academic Support Center	Assumption College
Becky	DiBiasio	Associate Professor	Assumption College
Lucia	Knowles	English Professor	Assumption College
John	McClymer	History Professor	Assumption College
Jennifer	Morrison	Associate Dean for the First Year	Assumption College
Marie	Anderson	Guidance Director	Barnstable High School
John	Mika	Assistant Principal	Barnstable High School
Kristen	Harmon	Math Curriculum Coordinator	Barnstable Public Schools
Michele	Mellace-Morelli	ELA Coordinator	Barnstable Public Schools
Joe	Boston	Director of Boston Public School Partnerships	Benjamin Franklin Institute of Technology
Rachel	Fellows	Guidance Counselor	BMC Durfee High School
Jason	Gray	Guidance Counselor	BMC Durfee High School
Kerry	LaCharity	Guidance Counselor	BMC Durfee High School
Kim	Napolitano	Guidance Counselor	BMC Durfee High School
Marie	Rotondo	Guidance Counselor	BMC Durfee High School
Angela	DePropso	English Department Chair	Boston Collegiate Charter School
Beth	Martinson	College Advisor	Boston Collegiate Charter School

First Name	Last Name	Position/Job Title	Organization
Jenna	Ogundipe	High School Principal	Boston Collegiate Charter School
Jessica	Canteen	Math Department Leader	Boston Community Leadership Academy
Ronald	Johnson	Guidance Counselor	Boston Community Leadership Academy
Karl	Sineath	Teacher	Boston Community Leadership Academy
Margaret	Samp	Director, College and Career Planning	Boston Day and Evening Academy
Elsie	Huang	Math Lead Teacher and Department Chair	Boston Preparatory Charter Public School
Danielle	Pape	Dean of Educational Partnerships	Boston Preparatory Charter Public School
Mary	Cunningham	Director, English	Braintree Public Schools
William	Kendall	Director, Mathematics & Technology	Braintree Public Schools
Dianne	Rees	Director, Science	Braintree Public Schools
Darren	MacDonald	Associate Director, Off Campus Programs	Bridgewater State College
Mary Ann	McKinnon,	Assistant Dean, School of Education and Allied Studies	Bridgewater State College
Joyce	Campbell	Vice Principal	Brighton High School
Karen	Coyle	English Department Chair	Brighton High School
Kevin	Foley	Vice Principal	Brighton High School
John	Travers	Director of School Counseling	Brighton High School
Elizabeth	French	English Department Chair/Assistant Professor of English	Bristol Community College
Jerry	LePage	Mathematics Department Chair	Bristol Community College
Maggie	O'Brien	Acting Director of Advisement	Bristol Community College
Elaine	Previte	Professor of Mathematics; Acting Assistant Dean	Bristol Community College
Eileen	Shea	Director of Transfer Affairs	Bristol Community College
David	Tracy	Assistant Vice President of Enrollment	Bristol Community College
Gretchen	Lahey	Dual Enrollment Coordinator	Bunker Hill Community College
Joseph	Attubato	Support Services Coordinator	Burlington High School
Patrick	Larkin	Principal	Burlington High School
Kevin G.	Cox Jr.	Physics Teacher	Burncoat High School
Kevin J.	Cox Sr.	Department Head Science	Burncoat High School
Rosa	D'Agostino	Guidance Department Head	Burncoat High School

First Name	Last Name	Position/Job Title	Organization
Mary	Doyle	Mathematics Department Chair	Burncoat High School
William	Foley	Principal	Burncoat High School
Peter	Mili	Mathematics Teacher/Coach	Cambridge Rindge and Latin School
Nancy	McLaughlin	Math Coordinator	Cambridge Schools
Lore	DeBower	Dean	Cape Cod Community College
Lisa	Fedy	Assistant Director	Cape Cod Community College
Rick	Nastri	Director of Advising	Cape Cod Community College
Clare	Niven-Blowers	Sociology Adjunct Faculty	Cape Cod Community College
Jane	King	Registrar	Charlestown High School
Jeanne	Lynch-Galvin	Mathematics Teacher	Chelsea High School
Patrick	Schultz	Assistant Principal	Chelsea High School
Deborah	Smith	ELA Teacher	Chelsea High School
Mary	Bourque	Assistant Superintendent	Chelsea Public Schools
Deirdre	Carlson	Department Head	Claremont Academy
June	Eressy	Principal	Claremont Academy
Paula	Gibb Severin	Assistant Principal	Claremont Academy
James	Scanlon	Social Studies Department Head	Claremont Academy
Danuta	Bukatko	Education Department Chair	College of the Holy Cross
Thomas	Gibbons	Academic Liaison Burncoat/Holy Cross Collaborative	College of the Holy Cross
Erin	Baffuto	Education Advisor	Colleges of Worcester Consortium
Pamela	Boisvert	Vice President for Higher Education Access Services	Colleges of Worcester Consortium
Jennifer	Guzman	Education Advisor	Colleges of Worcester Consortium
Delma	Kusy	Education Advisor	Colleges of Worcester Consortium
Angela	Quitadamo	Education Advisor	Colleges of Worcester Consortium
Taryn	Tomkins	Director	Colleges of Worcester Consortium
Jane	Souza	Executive Director	CONNECT Partnership
Kim	Williams	Staff Assistant	CONNECT Partnership
Laurie	Dias-Mitchell	Librarian	Dartmouth High School
Donna	Dimery	Principal	Dartmouth High School
Barbara	Helfrich	Guidance Director	Dartmouth High School
Loretta	Patterson	Assistant Principal	Dartmouth High School
Steven	Bucciaglia	Social Studies Department Head	Doherty High School
Edward	Capstick	Assistant Principal	Doherty High School

First Name	Last Name	Position/Job Title	Organization
Kathleen	Dailey	Special Education Department Head	Doherty High School
Victoria	DeSimone	Math Department Chair	Doherty High School
Judy	Fairfull	Guidance Department Head	Doherty High School
Sean	O'Doherty	Foreign Language Teacher	Doherty High School
Bernard	Reese	Assistant Principal	Doherty High School
Patricia	Rushton	Department Head	Doherty High School
John	Staley	Science, Technology, and Engineering Department Head	Doherty High School
Carolyn	Waters	Curriculum Facilitator	Doherty High School
Clara	Gomez-Jimeno	Education Advisor	Embassy of Spain/DESE
Jennifer	Yebba	Classmaster	Everett High School
Deborah	Nelson	Math/Technology Department Head	Everett Public Schools
Melanie	Shaw	Director of Guidance	Everett Public Schools
Aimee	Bronhard	Department Head of Guidance	Fall River Public Schools
Coreen	Gendreau	Guidance Counselor	Fall River Public Schools
Fatima	Silvia	Director of Student Assessment	Fall River Public Schools
Kathleen	Allen	Mathematics Department Head	Falmouth High School
Joanne	Holcomb	English Department Chair	Falmouth High School
Alan	Kazarian	Guidance Director	Falmouth High School
Sonia	Tellier	Administrator of Academic Programs	Falmouth High School
Elisabeth	Ewick	Principal Intern	Fenway High School
Keith	Hammitte	Humanities teacher	Fenway High School
Dagmar	Koesling	Senior Coordinator	Fenway High School
Dave	Elsner	Guidance Counselor	Foxborough Regional Charter School
Lorretta	Holloway	Associate Professor	Framingham State College
Michael	Ward	Director of Instructional Services	Freetown-Lakeville Schools
Hallie	Larocque	College & Intern Advisor	Global Learning Charter School
Kathleen	Canzano-Scanlon	Guidance Counselor	Greater Lawrence Technical High School
Bonnie	Carr	Career Counselor	Greater Lawrence Technical High School
Jennifer	Dube	Science Instructor/Lead Teacher	Greater Lawrence Technical High School
Veronica	Janowicz	Teacher	Greater Lawrence Technical High School
Phil	Youngclause	Counselor	Greater Lawrence Technical High School

First Name	Last Name	Position/Job Title	Organization
Lynne	Laffie		Haverhill High School
Deborah	MacDonald	Associate Principal	Haverhill High School
Julie	Caldarone	Director of Curriculum	Health Careers Academy
Carmen	Calderon O'Hara	Guidance Counselor	Health Careers Academy
Brian	McCann	Principal	Joseph Case High School
Thomas	Sharkey	Headmaster	Lawrence High School
Christine	Battye	Principal	Lawrence Public Schools
Paul	Beninato	Principal	Lawrence Public Schools
Dianne	Cruz	Principal	Lawrence Public Schools
Susan	Earabino	Coordinator of Reading/English Language Arts	Lawrence Public Schools
Michael	Fiato	Principal	Lawrence Public Schools
Eric	Juli	Director of Secondary Education	Lawrence Public Schools
Wilfredo	Laboy	Superintendent of Schools	Lawrence Public Schools
Joseph	McMilleon	Principal	Lawrence Public Schools
Gail	Rosengard	Assistant Superintendent	Lawrence Public Schools
Terika	Smith	Principal	Lawrence Public Schools
Darrin	Berard	Teacher	Lowell High School
Paul	Francoeur	English Teacher	Lowell High School
Jeff	Gaglione	Math Department Chair	Lowell High School
Suzanne	Keefe	English Department Chair	Lowell High School
Suzanne	Riley	English Teacher	Lowell High School
Kerry	Lynch	Coordinator Student Services	Lowell Public Schools
Fred	McOsker	District Support Specialist	Lowell Public Schools
Ann	Murphy	Assistant Superintendent	Lowell Public Schools
David	Soulard	Guidance Counselor	Lowell Public Schools
Leanne	Squeglia	Guidance Counselor	Lowell Public Schools
Eric	Short	Math Teacher	Lunenburg High School
Karma	Tousignant	School Counselor	Lunenburg High School
Karen	Martin	Instructional Services Director	Lunenburg Public Schools
Patricia	Bonarrigo	Program Director	Madison Park Technical Vocational High School
Joao	Gomes	Guidance Counselor	Madison Park Technical Vocational High School
Dana	Murray	Teacher	Madison Park Technical Vocational High School
Corina	Rangel	Teacher	Madison Park Technical Vocational High School
Judi	Allen	Teacher Leader	Malden High School
Dana	Brown	Principal	Malden High School
Jen	Clapp	Teacher Leader	Malden High School

First Name	Last Name	Position/Job Title	Organization
Christine	Nagle	Teacher Leader	Malden High School
Christine	Bell-Smith	Director of Transition Programs	Massachusetts College of Art and Design
Robert	Chambers	Assistant to the President	Massachusetts College of Art and Design
Leslie	Foley	Program Director	Massachusetts College of Art and Design
Sandy	Weisman	Director of Center for Art and Community Partnerships	Massachusetts College of Art and Design
David	Buchanan	Curriculum Standards	Massachusetts Department of Elementary and Secondary Education
Karen	DeCoster	Supervisor	Massachusetts Department of Elementary and Secondary Education
Jake	Foster	Director, Science & Technology/Engineering	Massachusetts Department of Elementary and Secondary Education
Lurline	Munoz-Bennett	Educational Specialist	Massachusetts Department of Elementary and Secondary Education
Eileen	Wedegartner	Academic Support Liaison	Massachusetts Department of Elementary and Secondary Education
Eileen	Lee	Director "Improving Teacher Quality" Grant Program	Massachusetts Department of Higher Education
Morton	Orlov	President	Massachusetts Math & Science Initiative
John	Smolenski	Director of Advising	Massachusetts Math & Science Initiative
Linda	Hayes	Assistant Director	Massachusetts Secondary School Administrators
David	Campbell	Dean, Science and Mathematics	Massasoit Community College
Peter	Johnston	Dean, Academic Resource Center	Massasoit Community College
Jack	Keating	Math Professor and Department Chair	Massasoit Community College
Lois	Martin	Professor of Mathematics	Massasoit Community College
Beverly	Nelson	Assistant Superintendent	Medford Public Schools
Frank	Coutinho	Math Dept Chair	Middleborough High School
Katherine	Flaherty	Principal	Middleborough High School
Doug	Haskell	English Department Head	Middleborough High School



First Name	Last Name	Position/Job Title	Organization
Theresa	Craig	Coordinator of Curriculum	Middleborough Public Schools
Maria	Cunha	Lowell Career Pathways for Youth	Middlesex Community College
Carol	Hay	Math Department Chair	Middlesex Community College
Elise	Martin	Academic Affairs	Middlesex Community College
Ellen	Nichols	English Faculty	Middlesex Community College
Colleen	Winn	Director, Pre-Collegiate TRIO Programs and GEAR UP	Middlesex Community College
Nancy	Hanson	Curriculum Supervisor	Milford Public Schools
Lorie	Donahue	Professor of English	Mount Wachusett Community College
Melissa	Fama	Associate Vice President of Academic Affairs	Mount Wachusett Community College
Pati	Gregson	Vice President of Access and Preparation	Mount Wachusett Community College
Paul	Lavery	Math Faculty	Mount Wachusett Community College
Ann	McDonald	Vice President of Student Services & Enrollment Management	Mount Wachusett Community College
Paula	Crowne	Guidance Counselor	New Bedford High School
Sheila	Kelly-Chace	Guidance Counselor	New Bedford High School
William	Hayes	Teacher Intern	New Mission High School
Kelli	Jones	Intern Guidance Counselor	New Mission High School
Brad	MacGowan	College Counseling Center Director	Newton North High School
Miguel	Cura	Math Department Chair	Noonan Business Academy
Sherri	Blake	ELA Department Head	North High School
Dan	Coonan	Department Head Technology and Business	North High School
Carol	Lalos		North High School
Suzanne	Mallaghan	Department Head	North High School
Susan	Pedone	English/Lead Teacher	North High School
Nina	Steinberg	Assistant Principal	North High School
Kevin	Higginbottom	Assistant Principal	North Middlesex Regional High School
Linda	Simeone	Math Department Head	North Middlesex Regional High School
Deborah	Brady	Assistant Superintendent	North Middlesex Regional Schools
Barbara	Shaw	English Department Chair & Teacher	North Middlesex Regional Schools
Lora M.	Connelly	Professor, Math Department	North Shore Community College

First Name	Last Name	Position/Job Title	Organization
Maureen	O'Neill	Dean of Liberal Studies	North Shore Community College
Marsha	Pease	Assistant Professor, Math Department	North Shore Community College
Jill	Thornton	Director of Assessment	North Shore Community College
Kathleen	Yanchus	Associate Professor Develop. Ed, Interim Chair & MCAS Coordinator	North Shore Community College
Mary	Sarris	Executive Director	North Shore Workforce Investment Board
Jennifer	Sauter	Social Science Teacher	Northbridge High School
Jeff	Zanghi	Assistant Principal	Northbridge High School
Roland	Lapointe Jr.	ELA Consultant	Northbridge Public Schools
Michael	Shanahan	Guidance counselor	Northbridge Public Schools
Michael	Hunter	Curriculum/MCAS Coordinator	Northeast Metro Tech
Linda	Cataldo	Department Head Math/Science	Northeast Metro Tech High School
Fred	Joyce	Department Head English/History	Northeast Metro Tech High School
Petrice	Ranno	Administrator of Student Services	Northeast Metro Tech High School
Dina	Brown	Director, Student Engagement Center	Northern Essex Community College
Angela	Guarino	Assistant Dean, Assessment, Tutoring, Academic Support	Northern Essex Community College
Stephen	Mathis	Chair, English Department	Northern Essex Community College
Paulette	Redmond	Department Chair Math	Northern Essex Community College
Nora	Sheridan	Associate VP Enrollment Services	Northern Essex Community College
Ralph	Tufo	Department Chair	Northshore Community College
Raymond	Dewar	Principal	Norton High School
Gail	Falkoff	Math – Department Head	Peabody High School
Michalene	Hague	Dept Head	Peabody High School
Elaine	Kirby	Dept Head	Peabody High School
Jennifer	Smith	Dean	Peabody High School
Mark	Abisi	English Department Chair	Pentucket Regional High School
Noreen	Tanglis	Math Department Chair	Pentucket Regional High School
Janice	Hirschfeld	Guidance Director	Pentucket Regional School District
Sheila	Muir	Academic Dean	Quabbin Regional High School
Marilyn	Tencza	Principal	Quabbin Regional High School



First Name	Last Name	Position/Job Title	Organization
Wendy	Vogel	Guidance Counselor	Quabbin Regional High School
Gail	Carberry, PH.D.	President	Quinsigamond Community College
Andrea	Ferrante	Education Advisor	Quinsigamond Community College
Robert	Garceau	ORT Faculty	Quinsigamond Community College
Christina	Hebert	Director of Adult Basic/Occupational Ed	Quinsigamond Community College
Timothy	LaFontaine	Learning Mgr. Communication Skills Center	Quinsigamond Community College
Patricia	Toney	Vice President for Academic Affairs	Quinsigamond Community College
Martha	Upton	Learning Mgr/Math Lab	Quinsigamond Community College
Betsy	Zuegg	Associate Professor Developmental English	Quinsigamond Community College
Christine	Beagan	English Chair	Randolph High School
Cindy	DeCosta	Vice Principal	Randolph High School
Joanne	Foley	Guidance Counselor	Randolph High School
Jonathan	Landman	Assistant Superintendent	Randolph Public Schools
David	DeRuosi	Principal	Revere High School
Ann Marie	Costa	Deputy Super	Revere Public Schools
Maureen	Lenihan	Director of Guidance	Revere Public Schools
Jonathan	Mitchell	Director of Humanities	Revere Public Schools
Martha	Hogan	Academic Chair of Curriculum	Salem High School
Robert	Quist	Director of Guidance	Salem High School
Tom	Billings	Associate Professor	Salem State College
Mary-Lou	Breitborde	Associate Dean	Salem State College
Neal	DeChillo	Dean	Salem State College
Christine	Shaw	Director of Guidance	Shawsheen Valley
TRACY	KACZYNSKI	Guidance Counselor	SILVER LAKE
Kevin	Sawyer	District Math Coordinator	Silver Lake Regional School District
Denise	Bylaska	English Teacher	Snowden International School of the Boston Public Schools
Gloria	Coulter	Headmaster	Snowden International School of the Boston Public Schools
Anne	Herzberg	(ELL) School Counselor	Somerville High School
Grace	Kennedy	RN Teacher	Somerville High School
Sebastian	LaGambina	ISSP Science Coordinator	Somerville High School
Margaret	Walendin	Resource Counselor	Somerville High School

First Name	Last Name	Position/Job Title	Organization
Carolyn	Richards	Supervisor of Guidance & Testing	Somerville Public Schools
Marilyn	Alejandro	AP Spanish Teacher	South High School
Maureen	Binienda	Assistant Principal	South High School
Maureen	Ciccone	Principal	South High School
Diane	Lynch		South High School
Carmen	Melendez	Guidance Department Head	South High School
Kellie	Moulin	AP Math Teacher	South High School
Jamie	Penny	AP History Teacher	South High School
Janelle	Salmon-Person	Assistant Principal	South High School
Johnetta	Smith	Band Director/Teacher	South High School
Lee	Blake	Director	SouthCoast Education Compact
Louis	Tirsch	Assistant Principal	Springfield Public Schools
Latoya	Wilson	Guidance Counselor	Springfield Public Schools
Eric	Hieser	Executive Director	Sturgis Charter Public School
Arthur	Pontes	Teacher	Sturgis Charter Public School
Karin	Walsh	Teacher	Sturgis Charter Public School
Karen	Ragland	Assistant Principal	Swansea Public Schools
Christine	Stanton	Assistant Superintendent	Swansea Public Schools
Carla	Comeau	Math Department Chair	Taconic High School
Patrice	Lattrell	English Department Chair	Taconic High school
Douglas	McNally	Principal	Taconic High School
Susan	Pivero	Director of Guidance	Taconic High School
William	Cousins	Assistant Principal	Technical High School
Dynnelle	Fields	Head English Teacher	The Learning Center for the Deaf
Karen	Turley	English Teacher	The Learning Center for the Deaf
Andrew	Effrat	Associate Provost	UMass Amherst
Anne	Herrington	Professor of English	UMass Amherst
Claire	Shea	Educational Consultant	UMass Amherst
Kathy	Weilerstein	Director, Academic Programs for First-Year Students Umass	UMass Amherst
Jeffrey	Beaulieu	Lecturer	UMass Amherst, Department of Mathematics and Statistics
Rich	Lapan	Professor & Department Chair	UMass Amherst, School of Education
Nola	Stephen	Senior Lecturer	UMass Amherst, School of Education Collaborative Teacher Education Program
Megan	Fidler-Carey	Dorchester Partnership Coordinator	UMass Boston

First Name	Last Name	Position/Job Title	Organization
Josephine	Corro	Executive Director, Pre-Collegiate Programs	UMass Boston Academic Support Services
Antonio	Lopez	Outreach Counselor	UMass Boston Project Reach
Robert	Blaney	Director	UMASS Boston Upward Bound
Zaharah	McKinney	Student Recruiter/ College Counselor	UMASS Boston Upward Bound
Annya	Haughton	Associate Director	UMass Boston Urban Scholars Program
Barry	Brodsky	Director	UMass Boston Veterans Upward Bound
Linda	Mitchell	Retention Advisor	UMass Boston Veterans Upward Bound
Stan	Dick	Assistant Professor, Department of Curriculum and Instruction	UMass Boston, Graduate College of Education
Karen	O'Connor	Director	UMass Dartmouth Center for University, School and Community Partnerships
Trina	Crowley	Associate Director	UMass Dartmouth Center for University, School & Community Partnerships
Anita	Greenwood	Interim Dean of Education	UMass Lowell
Donald	Pierson	Interim Provost	UMass Lowell
Sheila	Riley-Callahan	Executive Director of Academic Services	UMass Lowell
Frank	Andrews	Director of Undergraduate Programs	UMass Lowell College of Management
Jesse	Heines	Associate Professor & Undergraduate Coordinator	UMass Lowell Department of Computer Science
Shawn	Barry	Associate Project Manager, GEAR UP	UMass Lowell, Center for Family, Work and Community
Lauren	Butler	Associate Program Manager, Parent Outreach Education	UMass Lowell, Center for Family, Work and Community
Leonor	Daley	Associate Project Manager GEAR UP College and Career Awareness	UMass Lowell, Center for Family, Work and Community
Elaine	Donnelly	UMass Lowell/Lowell High School Partnership Facilitator	UMass Lowell, Center for Family, Work and Community
Leticia	Porter	Associate Project Manager, GEAR UP Lowell	UMass Lowell, Center for Family, Work and Community
Marina	Ruths	Assistant Professor	UMass Lowell, Department of Chemistry
John	Maguire	Part-Time Faculty	UMass Lowell, Department of English

First Name	Last Name	Position/Job Title	Organization
James	Graham-Eagle	Professor	UMass Lowell, Department of Mathematical Sciences
Steve	Pennell	Professor & Department Chair	UMass Lowell, Department of Mathematical Sciences
Cynthia	Bent	College Prep Program Assistant Director	UMass Lowell, Graduate School of Education
Judith	Boccia	Director, Center for Field Services and Studies	UMass Lowell, Graduate School of Education
Marjorie	Dennis	Project Manager	UMass Lowell, Graduate School of Education
Jim	Nehring	Assistant Professor	UMass Lowell, Graduate School of Education
Jay	Simmons	Professor	UMass Lowell, Graduate School of Education
Dr. Hector N.	Torres	College Prep Program and Professor	UMass Lowell, Graduate School of Education
Robert	Layne	Director of Outreach Programs and the Worcester Pipeline Collaborative	UMass Medical School
Karin	Spahl	Science Coordinator	UMass Medical School
Roger	Forget	Director of Curriculum	Upper Cape Tech
Lucille	Brindisi	Principal	Ware High School
Ruth	Robert	Guidance Director	Ware Public Schools
Deborah	Freitas	Dean of Students	Wareham High School
BOB	PIMENTAM	Guidance Counselor	Wareham High School
Lisa	Shields	Guidance Counselor	Wareham High School
Janice	Rotella	Director of Curriculum & Instruction	Wareham Public Schools
Francine	Bullock	Principal	West Boylston High School
Jeanne	Delaney	Teacher	West Boylston High School
Karen	McQuade	Guidance Director	West Boylston High School
Carolyn	Somma	Teacher	West Boylston High School
Patricia	Tranter	Teacher	West Boylston High School
Raymond	Broderick	Principal	Westfield High School
Kathryn	Milligan	Guidance Supervisor	Westfield High School
Cathy	Levesque	Science Supervisor	Westfield Public Schools
Helena	Mochak	Director of Curriculum	Westfield Public Schools
Robert	Piper	K-12 Social Studies Supervisor	Westfield Public Schools
Chris	Tolpa	ELA Supervisor	Westfield Public Schools
Nancy	Goodniss	Administrative Assistant	Westfield State College
Sean	O'Connell	English Instructor	Westfield State College
Rosann	Ryczek	Staff Assistant	Westfield State College

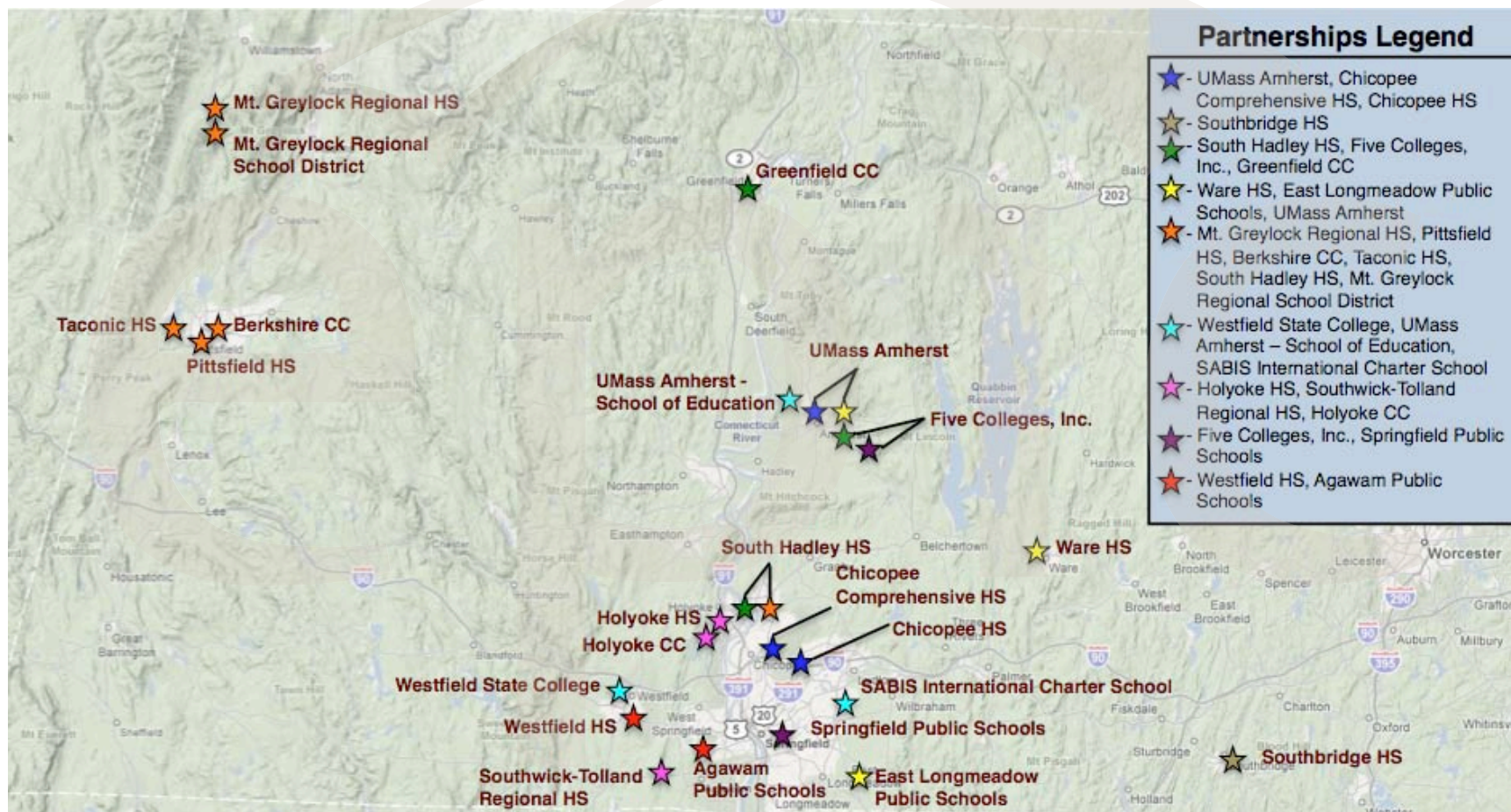
First Name	Last Name	Position/Job Title	Organization
Patrick	Allen	English Department Chair	Whittier Regional Vocational Technical High School
James	Donahue Sr.	Math Department Chair	Whittier Regional Vocational Technical High School
Kelly	Fay	Coordinator of Curriculum and Staff Development	Whittier Regional Vocational Technical High School
Jennifer	Jimenez	Education Advisor	Worcester East Middle School
Barbara	Drake	Health Science Academy Facilitator	Worcester North High School
Matthew	Morse	Principal	Worcester North High School
Frances	Arena	NCLB/Curriculum & Professional Development Manager	Worcester Public Schools
Joseph	Buckley	Science and Technology/Engineering Curriculum Liaison	Worcester Public Schools
Daniel	Case	Mathematics Curriculum Liaison	Worcester Public Schools
Phyllis	Goldstein	English/Language Arts Curriculum Liaison	Worcester Public Schools
Kathleen	Ivanowski	Visual Arts Curriculum Liaison	Worcester Public Schools
Colleen	Kelly	History and Social Science Curriculum Liaison	Worcester Public Schools
Lisa	Leach	Performing Arts Curriculum Liaison	Worcester Public Schools
Alfredo	Leon		Worcester Public Schools
Jean	McNulty	Liaison	Worcester Public Schools
Stephen	Mills	Deputy Superintendent	Worcester Public Schools
Paul	Morano	Advanced Placement Consultant	Worcester Public Schools
Arnold	Pulda	Technology/Library/Gifted and Talented Program Curriculum Liaison	Worcester Public Schools
Timothy	Hagopian	Math Professor	Worcester State College
Annmarie	Samar	Interim Assistant Vice President of Enrollment Management	Worcester State College
Karen	Woods-Weierman	Associate Professor of English	Worcester State College
Azad	Chaparian	Science Department Head	Worcester Technical High School
Mark	Foran	Special Education Department Head	Worcester Technical High School
Sheila	Harrity	Principal	Worcester Technical High School
Dalene	McClintock	Assistant Principal	Worcester Technical High School

First Name	Last Name	Position/Job Title	Organization
Frances	Meringolo	Social Studies Department Head and Teacher	Worcester Technical High School
Mary	O'Malley	Assistant Principal	Worcester Technical High School
Brian	Potter	Guidance Department Head	Worcester Technical High School
Mary Lou	Zamarro	Assistant Principal	Worcester Technical High School





## Appendix B: Western Region Partnerships

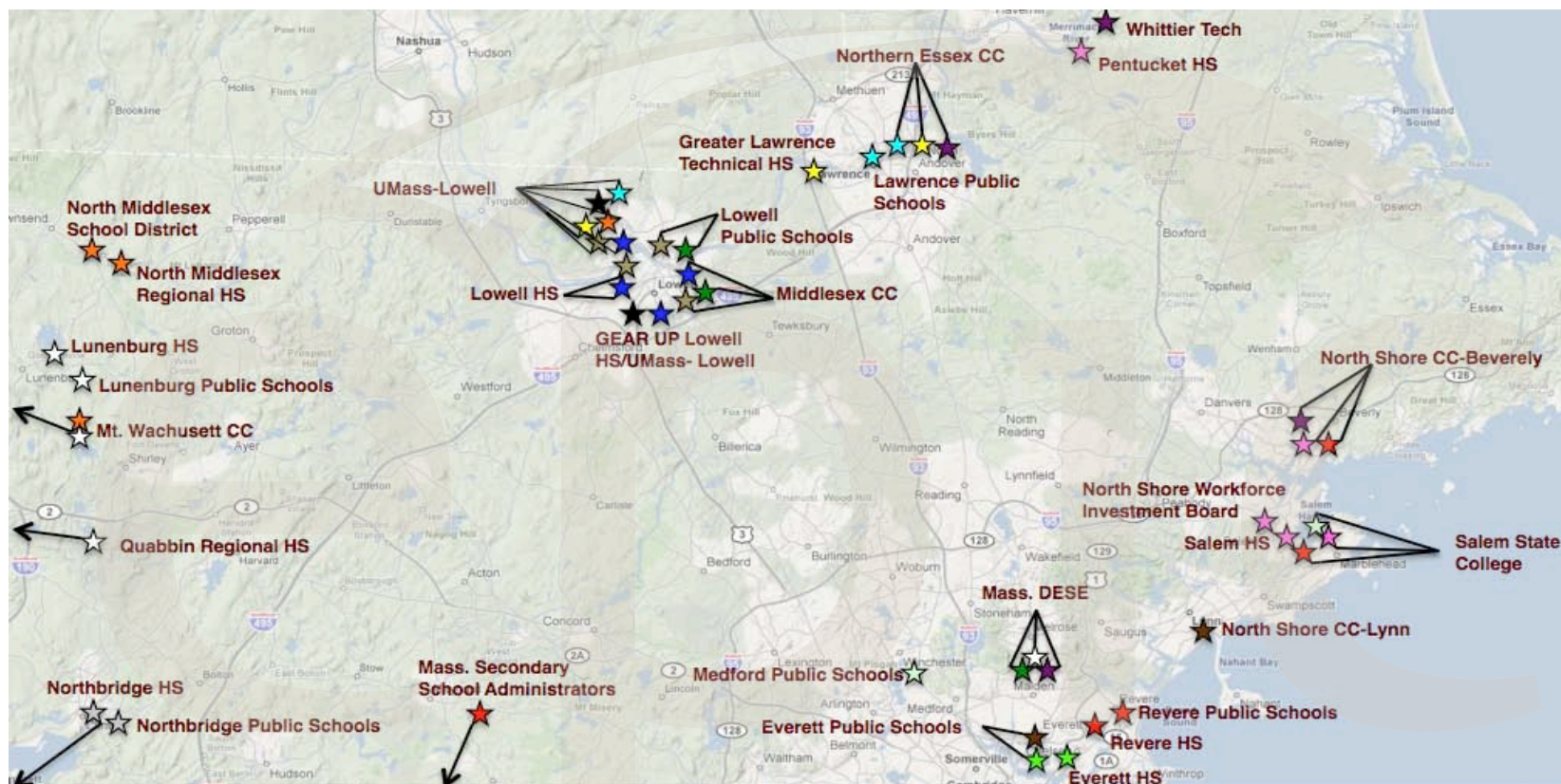


## Appendix C: Greater Boston Area Partnerships





## Appendix D: Northeast Region Partnerships

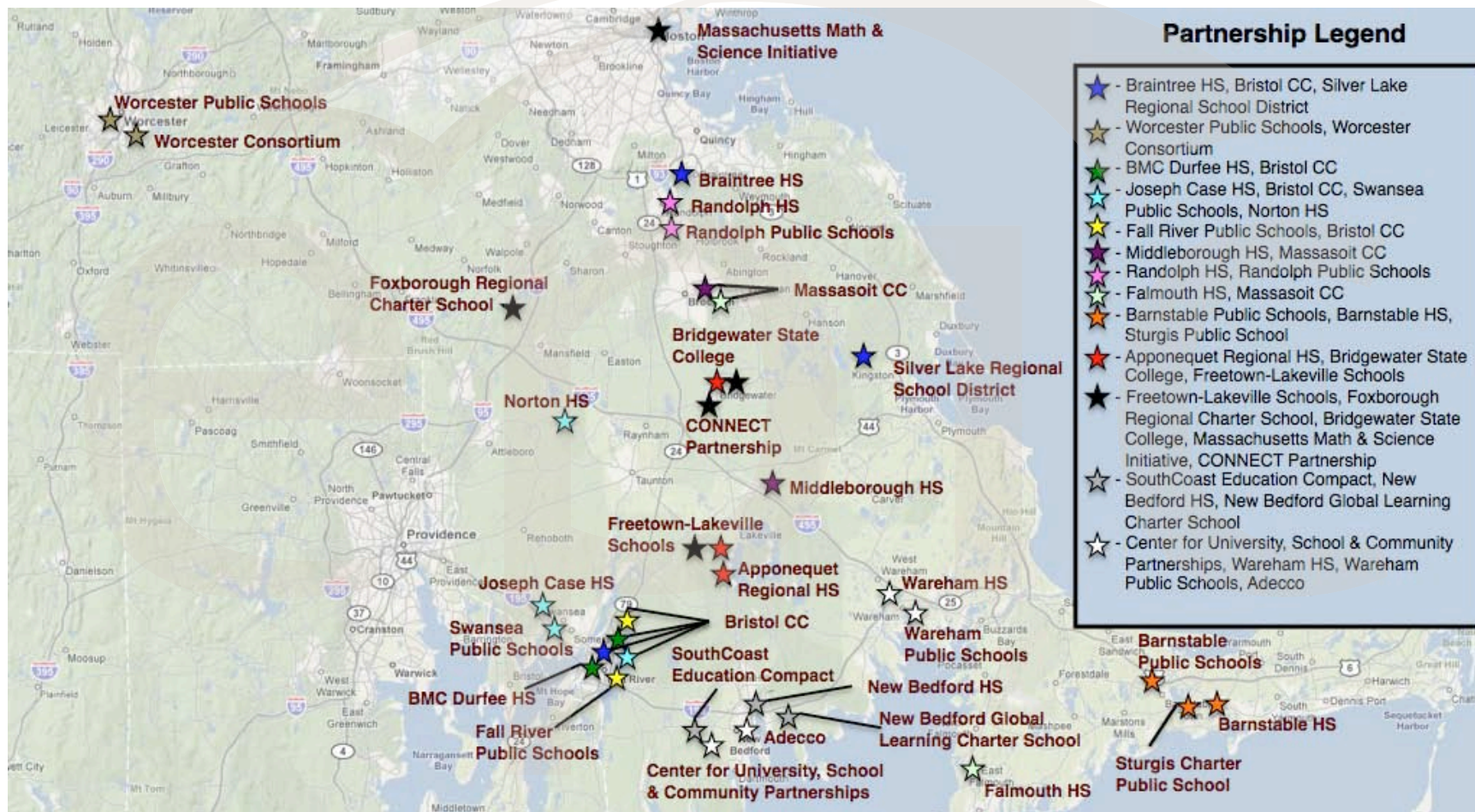


### Partnerships Legend

- |  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Blue star - Lowell HS, Middlesex CC, UMass-Lowell, GEAR UP Lowell HS/UMass-Lowell, Partnership for College Success</li> <li>Green star - Lowell HS, UMass-Lowell, Middlesex CC, Lowell Public Schools</li> <li>Yellow star - Lowell Public Schools, Mass. DESE, Middlesex CC</li> <li>Cyan star - Lawrence Public Schools, Northern Essex CC, UMass-Lowell</li> <li>Orange star - Greater Lawrence Technical HS, UMass-Lowell, Northern Essex CC</li> </ul> | <ul style="list-style-type: none"> <li>Pink star - North Shore Workforce Investment Board, Pentucket HS, Salem State College, Salem HS, North Shore CC</li> <li>White star - Burlington HS, Medford Public Schools, Salem State College</li> <li>White star - Mt. Wachusett CC, UMass-Lowell, North Middlesex School District, North Middlesex Regional HS</li> <li>Red star - Revere Public Schools, Salem State College, Revere HS, Mass. Secondary School Administrators, North Shore CC</li> </ul> | <ul style="list-style-type: none"> <li>Black star - UMass-Lowell, GEAR UP Lowell</li> <li>White star - Lunenburg HS, Lunenburg Public Schools, Mt. Wachusett CC, Mass. DESE, Quabbin Regional HS</li> <li>Grey star - Northbridge HS, Northbridge Public Schools</li> <li>Brown star - North Shore CC, Everett Public Schools</li> <li>Light green star - Everett Public Schools, Everett HS</li> <li>Purple star - Whittier Tech, Mass. DESE, Northern Essex CC, North Shore CC</li> </ul> |
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## Appendix E: Southeast Region Partnerships



## Appendix F: Action Plan Summaries

Western Region	Action Plan Summary
<i>UMass Amherst, Chicopee Comprehensive High School, Chicopee High School</i>	Align math and English syllabi from middle school through freshman year, and to standardize these syllabi at the high school level.
<i>Southbridge High School</i>	Increase awareness of incoming Grade 9 students about the value and importance of a college education, and to begin this process before high school.
<i>South Hadley High School, Five Colleges, Inc., Greenfield Community College</i>	Make college English/math more transparent in high school and align high school syllabi with college goals.
<i>UMass Amherst, Ware High School, UMass Lowell, East Longmeadow Schools</i>	Establish a senior seminar curriculum/program.
<i>Mt. Greylock Regional High School, Pittsfield High School, Berkshire Community College, Taconic High School, South Hadley Public Schools, Mt. Greylock Regional School District</i>	English departments at the high schools and Berkshire Community College to meet and discuss expectations. Team aims to eventually coordinate high school English courses to align with Berkshire Community College Freshman English 101. Time, space, and money are identified as the primary resources needed.
<i>Smith Vocational, Westfield State College, UMass Amherst School of Education, SABIS International Charter School</i>	Give an actual test for placement in math, English, and critical reading courses using Accuplacer.
<i>Holyoke High School, Southwick-Tolland Regional High School, Holyoke Community College, Southwick-Tolland Regional School District</i>	Increase awareness of college expectations and curriculum alignment issues.
<i>Springfield Public Schools, Five Colleges, Inc.</i>	Embed four dimensions of college readiness into curriculum of Commerce HS through IB & advisory/advisee program.
<i>Westfield High School, Agawam Public Schools, Westfield Public Schools:</i>	All students to be "college ready" through discrepancy analysis, course alignment, partnerships, exemplars, and professional development for staff.

Greater Boston Region	Action Plan Summary
<i>Brighton High School</i>	Align Brighton HS curriculum more closely with local colleges (Boston College, Boston University, UMASS Boston, Bunker Hill, Salem State) using freshman course syllabi, placement test content. Implement early awareness program for 9 <sup>th</sup> graders.
<i>Fenway High School</i>	Use C-PAS math tasks and redesign math curriculum. Plan calls for working with Emmanuel College math and science faculty.

Greater Boston Region	Action Plan Summary
<i>Snowden International School, Boston College Charter, Boston Preparatory Charter Public School, Mass. DESE, Cape Cod Community College</i>	Use Accuplacer to identify specific skill deficits and targeted interventions. Team indicated that the different institutions on the team planned to work independently to implement the action plan.
<i>Chelsea High School, Bunker Hill Community College, Cambridge Rindge and Latin School</i>	Curricular alignment/coherence (MS→ HS→ Freshman year college); strengthen current linkages and expand dual enrollment with Bunker Hill.
<i>Malden High School</i>	Invite 2–3 freshman professors from local colleges to be on a panel at a department meeting to talk about expectations for freshmen. Improve middle and low tier student college preparation, also teacher understanding of college readiness.
<i>Peabody High School and Newton North High School</i>	Establish a partnership with institutions of higher learning in the area. Make school a college culture school. Various plans for training and capacity-building among school staff.
<i>Somerville High School and Charlestown High School</i>	Implement a common syllabi format to increase communication and structure.
<i>Charleston High School</i>	Promote a school culture focused on post-secondary opportunities and choices for all students.
<i>Worcester North High School</i>	Plan to work on increasing awareness of discrepancies and disconnect between high school senior year and college freshman year. Strategies include use of School-to-College Reports and convening teams to align high school and college expectations.
<i>MassArt and West Boylston Public Schools</i>	Continue to identify and establish partnerships with colleges to assist students in understanding college expectations.
<i>MassArt</i>	Explore distance between senior writing skills and freshman college expectations. Strategies include paired writing and art projects.
<i>Framingham State College and Haverhill High School</i>	Outreach to minority and low-income students to foster motivation for college readiness, applying to college, and college skill development. Strategies include planning freshman workshops, alumni speakers, mentoring program, college visits.
<i>The Learning Center for the Deaf</i>	Prepare students for college: vertical alignment with middle school courses, common syllabi format, and higher education partnerships to increase student awareness of college expectations.
<i>Madison Park Technical Vocational School</i>	Implement cross-curriculum writing, use student exemplars, develop a Senior Seminar on college writing, and increase/maintain partnerships with postsecondary institutions.



Greater Boston Region	Action Plan Summary
<i>UMass Boston</i>	Plan to use syllabi in the pre-collegiate program, provide a financial workshop during freshmen orientation, explore use of C-PAS, and develop a senior seminar focused on developing thinking skills with a senior year activities theme (i.e. prom, senior trip, etc.)
<i>Boston Leadership Academy</i>	Implement guidance-run seminars on soft skills; curricular alignment for grades 9–12-college using college syllabi for backwards mapping. Focus on “first-time attendees”. Plan to create collaborative relationships with local colleges to facilitate classroom visits.

Northeast Region	Action Plan Summary
<i>Lowell High-UMass Lowell Partnership for College Success, Lowell High School, UMass Lowell, GEAR UP Lowell/UMass Lowell, Middlesex Community College</i>	Use Accuplacer essays to map backwards high school standards, use Accuplacer (or similar test), and share UMass Lowell writing tool with Lowell High School in order to create scaffolding around writing and to help faculty map out curriculum.
<i>Lowell High School, UMass Lowell, Middlesex Community College, Lowell Public Schools</i>	Improve student preparation with an emphasis on 8 <sup>th</sup> & 12 <sup>th</sup> graders by providing freshman & senior seminars, field trips, orientations, class shadowing, and mentoring programs. Plan to re-educate 9 <sup>th</sup> & 12 <sup>th</sup> grade teachers about requirements of college students.
<i>Lowell Public Schools, Mass. DESE, Middlesex Community College</i>	Reduce remediation of students graduating from Lowell High School, particularly those in Algebra II junior year by using Early Accuplacer and senior seminars.
<i>Lawrence Public Schools, Northern Essex Community College, UMass Lowell</i>	Develop contextual skills and self-management skills, create curricula that develop key cognitive strategies and key content using CPAS, create benchmarks, study correlation of placement tests, and inform teachers about college readiness.
<i>Greater Lawrence Technical High School, UMass Lowell, Northern Essex Community College</i>	Create a high school course targeted at 11 & 12 grades for preparation for college experience using surveys and partnerships.
<i>Whittier Tech, Mass. DESE, Northern Essex Community College, North Shore Community College</i>	Enable Whittier students visitation and student shadow opportunities at Northern Essex Community College and to increase dual enrollment.
<i>North Shore Workforce Investment Board, Pentucket Regional School, Salem State College, Salem High School, North Shore Community College</i>	Identify relevant student skills & interests, make curriculum more relevant and motivating, and enable students to make good decisions about college by meeting with various college faculty and workforce, promoting college visits, internships & externships, and professional development for teachers.

Northeast Region	Action Plan Summary
<i>Revere Public Schools, Salem State College, Revere High School, Mass. Secondary School Administrators, North Shore Community College</i>	Establish sustainable vertical articulation and teaching, increase student familiarity with “college knowledge”. Revere High School will use CREST survey for self-evaluation.
<i>Burlington High School, Medford Public Schools, Salem State College</i>	Promote college readiness using senior seminars, high school/college alignment of syllabi and rubrics, utilizing Accuplacer, inviting professors to speak to students, and implementing high school transition programs.
<i>Mount Wachusett Community College, North Middlesex Regional Schools, UMass Lowell (Dept. Comp. Sci.), North Middlesex Regional High School</i>	Assess college cognitive preparedness of NMRHS, reduce remediation at college level, and improve awareness of college knowledge by using syllabus/content sharing, offering college courses at NMRHS, and collaborating with UMass Lowell Computer Science Department
<i>GEAR UP Lowell, UMass Lowell</i>	Begin working with 10 <sup>th</sup> grade teachers at LHS to inform students & parents of educational expectations for college aspirants. Hold kickoff event before school year w/teachers, guidance, students, and parents to share expectations.
<i>Lunenburg Public Schools, Lunenburg High School, Mount Wachusett Community College, Mass. DESE, Quabbin Regional High School</i>	Work with three target high schools w/lowest retention @ MWCC to better align standards and increase college knowledge of guidance staff. Get college readiness curriculum into Quabbin and Lunenburg. Create two dual enrollment courses at Lowell High School and Quabbin.
<i>Northbridge Public Schools, Northbridge High School:</i>	Create a partnership with area colleges based on data reported in the School-to-College Report, and work with colleges to standardize and align curriculum. Determine what programs currently running are available to Northbridge students.
<i>North Shore Community College/Everett Public Schools</i>	Broaden understanding of “college readiness” among high school students and faculty/administration. Introduce CPT/Accuplacer in high school as part of high school seminar.
<i>Everett Public Schools, Everett High School</i>	Develop a comprehensive “college/career knowledge” program that spans from grades 11 & 12 using grade level seminars, college reps in the classroom, and placement tests.

Southeast Region	Action Plan Summary
<i>Braintree Public Schools, Bristol Community College, Silver Lake Regional School District</i>	Develop high school/college partnerships to clarify college expectations, transition planning to focus on social/emotional adjustments, and introduce Accuplacer during HS.
<i>Worcester Public Schools, Worcester Consortium</i>	Create partnerships for communicating about curriculum alignment through discussions and study groups.
<i>BMC Durfee High School, Bristol Community College</i>	Collaborate to develop syllabi for Senior English class in order to decrease the number of students taking remedial English courses.

Southeast Region	Action Plan Summary
<i>Joseph Case High School, Bristol Community College, Swansea Public Schools, Norton High School</i>	Decrease the number of students who require college developmental math. Plan to use Accuplacer and require 4th year math for poor performers.
<i>Fall River Public Schools, Bristol Community College</i>	Increase high school access to placement testing (Accuplacer), vertical alignment, and increase provision of contextual information.
<i>Middleborough High School, Massasoit Community College</i>	Reduce the number of Middleborough High School students who take remedial mathematics or writing courses during their first year of college by 10%.
<i>Randolph High School, Randolph Public Schools</i>	Develop guidance curriculum, partnerships with Umass Boston, Massasoit, Bridgewater, Stonehill, internships, and increase parental involvement.
<i>Falmouth High School, Massasoit Community College</i>	Create a college-going culture by developing a career plan, continuing pre K—16 alignment, identifying at-risk population, and utilizing resources for career planning.
<i>Barnstable High School, Barnstable Public Schools, Sturgis Charter Public School</i>	Improve student performance (score of 82 out of 120 needed to pass) on Accuplacer in English and Math (algebra).
<i>Apponequet Regional High School, Bridgewater State College, Freetown-Lakeville Schools</i>	Improve college culture using awareness, communication with CONNECT initiative, implementation of common learning expectations and rigor. Develop student study skills and identify/review exemplars
<i>Freetown-Lakeville Schools, Foxborough Regional Charter School, Bridgewater State College, Massachusetts Math &amp; Science Initiative, CONNECT Partnership</i>	Align language and culture: high school to college. Strategies include: Accuplacer Jr. year, college-like syllabi in HS, trimester schedule, PSATs for sophomores, mentoring program.
<i>SouthCoast Education Compact, New Bedford High School, Global Learning Charter School</i>	Professional development activities around College-Readiness expectations for Guidance Counselors, including forums/workshops and professional development days.
<i>Center for University, School &amp; Community Partnerships, Wareham High School, Wareham Public Schools, Adecco</i>	Increase college and career content, culture and contextual awareness all students.

# Appendix G: Examples of Programs and Practices Related to College Readiness in Massachusetts

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***When participants registered for one of the regional alignment workshops, they were asked to provide examples of ongoing programs or activities designed to improve college readiness in Massachusetts. The examples that follow summarize the local and statewide examples submitted by meeting participants. Please note that these examples are not intended to be exhaustive in nature, nor are they necessarily representative of all activities in Massachusetts.***

## A.I.D./Access

***Salem State College, Greater Lawrence Technical High School***

[www.salemstate.edu/undergrad/ADM-alternative\\_apply.php](http://www.salemstate.edu/undergrad/ADM-alternative_apply.php)

A.I.D./ACCESS is an educational opportunity and special admissions program. It is designed to support minority, low-income, and educationally disadvantaged students. Applications are accepted from any high school senior or graduate, or from anyone who has passed the GED three or more years after their high school graduation class. This allows students who do not meet regular admissions requirements to attend a college readiness summer program and, upon completion, enroll as full-time students in the fall.

## ACCESS

[www.accessboston.org](http://www.accessboston.org)

ACCESS works to ensure that all young people in Boston have the financial information and resources necessary to achieve their dream of higher education. ACCESS has four main components: Early Awareness, High School Advising, Postsecondary Support, and Last Dollar Scholarships. Collectively these programs provide Boston students with the expertise, support, and assistance they need to overcome financial barriers and realize their college aspirations.



## Accuplacer

[www.professionals.collegeboard.com/higher-ed/placement/accuplacer](http://www.professionals.collegeboard.com/higher-ed/placement/accuplacer)

A College Board test, Accuplacer is used by community colleges, four-year colleges, technical schools, and high schools around the world for English, math, and ESL placement. At some Massachusetts schools, all high school juniors take the exam and the results are used to gauge the students' preparation for the placement examination.

## Admission Guaranteed Program

**UMass Boston**

[www.agp.umb.edu](http://www.agp.umb.edu)

The Admission Guaranteed Program guarantees admission to UMass Boston for all students at Burke, Dorchester, and South Boston High Schools who take college-prep courses and maintain at least a 2.75 grade point average. Recruitment for the program is focused primarily on ninth graders.

## Advancement Via Individual Determination (AVID)

[www.avidonline.org](http://www.avidonline.org)

AVID is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. AVID offers a rigorous program of instruction in academic “survival skills” and college-level entry skills including how to study, read for content, take notes, and manage time. Students participate in Collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. The high school AVID program is ideally a four-year program for students who have the potential to succeed in college-prep courses. Upon acceptance into AVID, students must also enroll in college-prep courses that will result in fulfilling entry requirements for most stateside colleges and universities.

## Boston Higher Education Partnership

[www.bhep.org](http://www.bhep.org)

The BHEP is a collaborative effort on the part of the Boston Public Schools and the higher education community to promote quality teaching and learning for Boston students. The collective vision for the BHEP is to assure that Boston students graduate from high school academically prepared with adequate scholarship assistance to enroll and succeed in college. To accomplish this, the BHEP matches the strengths of area institutions of higher education with the needs of public school teachers and students. The BHEP is affiliated with TERI College Access, a non-profit organization committed to helping families and students plan to pay for

college. Support comes from annual dues, funding from the Boston Public Schools, several local foundations, and the Education Resources Institute (TERI).

## **Bottomline**

[www.bottomline.org](http://www.bottomline.org)

Bottomline was founded in 1997 by a former high school guidance counselor to improve the Boston community by helping youth get in to college, graduate from college, and go far in life. Since its inception, the program has helped thousands of students improve their lives and build stronger communities as role models, leaders, parents, and friends. The program targets low-income, first generation college students.

## **COACH**

*Boston Public Schools, Harvard Kennedy School of Government*

[www.hks.harvard.edu/service/ksg\\_initiatives.htm#coach](http://www.hks.harvard.edu/service/ksg_initiatives.htm#coach)

The COACH Program helps 11th and 12th graders in the Boston Public Schools make informed decisions about their future. Undergraduate and graduate school "coaches" work directly in the classroom and provide individual support and assistance to all students as they develop their postsecondary plans. Through a partnership with 38 colleges and universities in the Boston area, the COACH network offers a website which streamlines the application and fee-waiver process for the student and offers the opportunity to research local colleges, create a student profile made available to these colleges, and apply online using a single application.

## **College Bound Program**

*Boston College, Brighton High School, West Roxbury High School*

[www.bc.edu/bc\\_org/avp/soe/cbound/index.html](http://www.bc.edu/bc_org/avp/soe/cbound/index.html)

College Bound is an academic enrichment and support program that benefits urban high school students from two of the Boston Public Schools—Brighton High School and West Roxbury High School. The program is both proactive and preventative and is designed to assist students in gaining access to, achieving success in, and graduating from postsecondary educational institutions to obtain careers of choice. College Bound is part of the Boston College Collaborative and is located within the Lynch School of Education. Established in 1987, the Program is built upon the themes of shared expectations, commitment, and responsibility.

## Colleges of Worcester Consortium

*Anna Maria College, Assumption College, Atlantic Union College, Becker College, Clark University, College of the Holy Cross, Cummings School of Veterinary Medicine, Mass. College of Pharmacy & Health Sciences, Nichols College, Quinsigamond Community College, UMass Medical School, Worcester State College, Worcester Polytechnic Institute*

[www.cowc.org](http://www.cowc.org)

The Colleges of Worcester Consortium, Inc. is a 40-year-old alliance of 13 area colleges that works cooperatively both to further the missions of the member institutions individually and to advance higher education regionally. Consortium services include:

- Inspiring young people to want to attend college
- Preparing students for the challenges of higher education
- Providing academic program and financial aid information
- Providing assistance in completing college and financial aid applications
- Advising and testing for academic placement and career goals
- Providing support to help students stay in college

The Consortium acts as an "education broker" for individuals receiving services, and places them in the education program best suited to their academic and career goals. Once the individual is enrolled in an academic program, the Consortium can provide retention and support services.

## CONNECT

*UMass Dartmouth, Bridgewater State College, Bristol Community College, Cape Cod Community College, Massachusetts Maritime Academy, Massasoit Community College*

[www.UMassd.edu/connect](http://www.UMassd.edu/connect)

CONNECT has two basic goals:

- To improve the quality, accessibility, and affordability of higher education.
- To advance the economic, educational, and cultural life of southeastern Massachusetts.

CONNECT realizes its goals by focusing on four major areas, with activities and initiatives that:

- Enhance academic programs and ease transfer of students among the institutions
- Foster economic development throughout the region
- Promote cultural programs and projects
- Share expertise and resources

The executive officers of the CONNECT institutions act cooperatively to strengthen their institutional missions, and to enrich the life of the region. The CONNECT writing group consists of faculty members from all six public higher education institutions in southeastern Massachusetts. They have met regularly for over four years and have reached consensus on what constitutes desired writing outcomes for first-year college students. The rubric and standards resulting from their conversations have been shared with high schools in order to assist them in preparing students for success. Members of the math faculty from the six CONNECT institutions are meeting to discuss the barriers to success in mathematics. They are exploring options for dealing with misalignment between the Accuplacer and the MCAS.

## **Curriculum Alignment**

***UMass Lowell (UML), Middlesex Community College, Lawrence High Schools***

[www.gse.uml.edu/academy](http://www.gse.uml.edu/academy)

[www.lawerenshighschool.org](http://www.lawerenshighschool.org)

UMass Lowell (UML) has partnered with Lawrence High Schools to provide curriculum support for six thematic schools: Math, Science, and Technology; Performing and Fine Arts; Business Management and Finance; Humanities and Leadership; International; and Health and Human Services. UML faculty participate in vertical teams with Middlesex Community college and the high schools on math, admissions/student services, English, and science. UML has also worked closely over the past 10 years with the high school English department offering a dual enrollment course in College Writing, faculty exchanges, and professional development for English teachers. In addition, Lowell students take a wide variety of dual enrollment courses funded jointly by the school department and university.

## **Diploma Plus**

***Falmouth High School, Commonwealth Corporation***

[www.commcorp.org/diplomaplus/index.html](http://www.commcorp.org/diplomaplus/index.html)

Diploma Plus schools exist in Massachusetts, New York, Rhode Island, and California. Diploma Plus small high schools incorporate a supportive school culture, performance-based approach, future focus, and effective support in order to increase opportunities for students to graduate college- and career-ready. Diploma Plus provides a rigorous alternative for over-aged and under-credited students. Diploma Plus is a process-model for developing small stand-alone schools. The support provided by the regional and national networks during implementation also serves as scaffolding for a variety of reform models. All Diploma Plus schools have adopted the philosophy that failure is not an option for young people.

## Directions for Student Potential (DSP)

**UMass Boston**

[www.umb.edu/academics/dsp](http://www.umb.edu/academics/dsp)

DSP is for motivated people who do not currently meet the admission requirements for the University, but who demonstrate the potential to succeed at the college level.

DSP is a competitive six-week summer program that prepares students for academic success at the University by helping them to improve their verbal, math, and ESL Skills. There are day and evening classes to fit personal work schedules. Applicants who successfully complete the program are advised and pre-registered as matriculated undergraduate students in the College of Liberal Arts.

## Dual Enrollment

Dual enrollment programs allow high school students to simultaneously earn credit towards a high school diploma and a postsecondary degree or certificate.

Depending on state policies, these programs are also called “dual credit” or “concurrent enrollment”. Dual enrollment partnerships in Massachusetts are prevalent. Variation exists in how they are financed, who can participate, where the courses are offered, who teaches the course, what the student mix is, and how many courses are offered through the program. For example, courses can be offered on a college campus or at a high school. Courses can also be taught by college faculty or by high school teachers certified by the college. Some dual enrollment programs teach high school students separately, in their own classes, while others combine high school students and college students in the same course.

## Educational Talent Search

[www.ed.gov/programs/triotalent](http://www.ed.gov/programs/triotalent)

A Federal TRIO Program, Educational Talent Search identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education. In Massachusetts, Talent Search assists Boston middle and high school students who meet low-income guidelines, will be the first generation in their families to attend college, and have the potential to succeed in college. Talent search advisors work with students ages 11 to 18.

## **Engaging Latino Communities for Education (ENLACE)**

***W.K. Kellogg Foundation, Holyoke Community College***

[www.wkkf.org](http://www.wkkf.org)

ENLACE is a multi-year initiative to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college. ENLACE partnerships include universities, community colleges, K-12 schools, community-based organizations, students, and parents. "AVANZA 2 College," a program of Holyoke Community College's ENLACE initiative, is designed to strengthen pathways to higher education (and specifically, to Holyoke Community College) for students from Holyoke High School and Dean Technical High School.

## **Five Colleges Public School Partnership**

***Amherst Colleges, Hampshire College, Mount Holyoke College, Smith College, UMass Amherst***

[www.fivecolleges.edu/sites/partnership](http://www.fivecolleges.edu/sites/partnership)

Five Colleges, Incorporated is a nonprofit educational consortium established in 1965 to promote the broad educational and cultural objectives of its member institutions, which include four private, liberal arts colleges and UMass Amherst. Five Colleges promotes and administers long-term forms of cooperation that benefit faculty, students, and staff. These include:

- Shared use of educational and cultural resources and facilities, including a joint automated library system, open cross registration, and open theater auditions
- Joint departments and programs
- Inter-campus transportation

The Five College Public School Partnership is dedicated to providing public school teachers with professional development and resources.

## **Future Educators Academy**

***Essex Community College, North Middlesex Regional High School***

The Future Educators Academy provides high school students with the opportunity to explore teaching as a career choice. It includes two rigorous courses that prepare students for enrollment in a postsecondary teacher education program. Through successful completion of the two courses offered in the academy, high school students also have the chance to earn college credits while attending high school.



## Gateway to College Program

### *Massasoit Community College*

[www.massasoit.mass.edu](http://www.massasoit.mass.edu)

Gateway to College serves students 16 to 20 years old who have dropped out of school or have one foot out the door. All have made the commitment to complete high school and work toward a college degree. Gateway to College provides a real second chance for success to dropouts who are unlikely to or are unable to return to a traditional high school. Although many school districts offer excellent alternative schools, these are not the best option for every student. Learning in an adult environment is the right fit for many dropouts. The flexibility of college and the chance to earn college credits while completing high school is attractive to older students, teen parents, students who must work to support themselves, and young people who are so far behind in credits that they could not hope to graduate with their peers.

## GEAR UP Massachusetts

[www.gearup.mass.edu](http://www.gearup.mass.edu)

GEAR UP is a discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. GEAR UP is based on the following proven strategies:

- Informing students and parents about college options and financial aid, including providing students with a 21st Century Scholar Certificate and early notification of financial aid
- Promoting rigorous academic coursework based on college entrance requirements
- Working with a whole grade-level of students in order to raise expectations for all students
- Starting with seventh grade students and continuing through high school graduation with comprehensive services including mentoring, tutoring, counseling and other activities such as after-school programs, summer academic and enrichment programs, and college visits

Since 1999, GEAR UP Massachusetts has resulted in more high poverty students having the academic background to succeed in higher education and has supported whole-school change efforts in high poverty middle and high schools.

## **High School Student (HSST) Program**

### ***Berkshire Community College***

[www.cc.berkshire.org/admissions/high\\_school\\_at\\_bcc.html](http://www.cc.berkshire.org/admissions/high_school_at_bcc.html)

Academically prepared high school students can attend BCC on a full- or part-time basis, making it possible to complete high school requirements at BCC, while simultaneously earning credits toward a college degree. Interested students apply for admission to BCC in the High School Student (HSST) program. A recommendation from the student's high school guidance counselor, which includes a list of the courses the student needs to take in order to graduate from high school, must accompany the application. Students are required to take BCC's Learning Skills Assessment (LSA) and schedule an interview before they can be accepted. High school students interested in taking BCC classes that are not part of their high school requirements may take the LSA and register as part-time, non-degree students.

## **Higher Education Resource Center**

[www.worcesterherc.org](http://www.worcesterherc.org)

[www.bostonherc.org](http://www.bostonherc.org)

HERC provides academic enrichment and support services, college and career advising, and retention support to under-represented students (grades 6 to 12) and their families. HERC inspires vision and purpose in the lives of its participants by equipping and empowering them to achieve their goals, realize their potential, and transform their lives and communities. HERC resources include tutoring, mentoring, SAT & MCAS preparatory classes, homework assistance, college tours, and scholarships. The Boston program provides adult ESL and computer literacy courses.

## **JobCorps**

[www.jobcorps.dol.gov](http://www.jobcorps.dol.gov)

Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 get a better job, make more money, and take control of their lives. Students enroll to learn a trade, earn a high school diploma or GED, and get help finding a good job. Students earn a monthly allowance as part of the program, which increases with time. JobCorps provides career counseling and transition support to its students for up to 12 months after they graduate from the program.



## **Kids to College® (K2C)**

### ***Sallie Mae Fund***

[www.thesalliemaefund.org/smfnew/initiatives/kids-college-fact-sheet.html](http://www.thesalliemaefund.org/smfnew/initiatives/kids-college-fact-sheet.html)

Kids to College (K2C) Massachusetts began in 1992 as a pilot program in and around the greater metropolitan area of Boston. Since its inception, K2C has served more than 20,000 students and currently operates in all but one of the principal urban areas of the state. Fifty colleges and universities have partnered with K2C. The program is designed to bring early awareness about the importance of higher education by introducing sixth graders to college life. Middle school classes are paired with a local college or university to participate in a unique six-session curriculum that combines hands-on activities with information on careers, college life, and how to choose courses that give them the greatest range of options for education beyond high school. The program culminates with a visit to the partner college for both students and their parents.

## **Massachusetts Model for Comprehensive School Counseling Programs**

### ***Massachusetts School Counselors Association***

[www.masca.org/MA\\_Model/Mass\\_Model.html](http://www.masca.org/MA_Model/Mass_Model.html)

The Massachusetts Model for Comprehensive School Counseling Programs is intended to:

1. Guide school administrators and counselors in the development of measurably effective school counseling programs; and
2. Help counselor education programs to align their curriculum with basic tenets of the Model.

The Model will benefit students and educational stakeholders by illustrating how school counseling programs are central to the school mission while defining the responsibilities and standards for school counseling delivery and evaluation. An important part of this effort emphasizes the work of school counselors providing effective educational, career, and postsecondary transition services to all students.

## **Math Science Upward Bound**

### ***UMass Boston***

[www.ed.gove/programs/triomathsci.index.html](http://www.ed.gove/programs/triomathsci.index.html)

The Math Science Upward Bound program increases the number of low-income and first-generation college students majoring in mathematics, science, and computer science at the undergraduate level with the future goal of increasing the enrollment in advanced study in these fields.

## **Massachusetts Educational Financing Authority (MEFA)**

[www.mefa.org](http://www.mefa.org)

Massachusetts Educational Financing Authority (MEFA) is a nonprofit state organization committed to making college more accessible and affordable. MEFA serves students and families in Massachusetts, and out-of-state students and families pursuing higher education in Massachusetts. MEFA offers a number of resources to help make paying for college possible. The program strives to make higher education possible through loans and savings plans, straightforward advice about applying for financial aid, and better rates and terms on loans.

## **MIT Open Courseware (OCW)**

[www.ocw.mit.edu](http://www.ocw.mit.edu)

OCW offers free publications of course materials used at MIT. The site includes video lecture clips, lecture notes, practice problems, exams, and other resources from MIT's introductory physics, biology and calculus courses. Mini-courses for high school students developed by MIT students and an introduction for students to the college-level MIT curriculum and course materials are available.

## **National Black College Alliance**

[www.nbcalliance.org](http://www.nbcalliance.org)

Based in Boston, the National Black College Alliance is a network of alumni and college students who are committed to creating the next generation of civic leaders by encouraging community volunteerism, career exploration, and college education to high school students while promoting Historically Black Colleges and Universities.

## **Naviance**

[www.naviance.com/index.php](http://www.naviance.com/index.php)

Naviance provides a web-based planning and advising system for schools to manage the course, college, and career advising process; to communicate with parents, students, and colleagues; and to analyze data about student achievement and outcomes. The software provides users with access to information about student interests, plans, and accomplishments.

## **New Horizons**

### ***UMass Lowell, Lowell High School***

[www.newhorizonsclass.wikispaces.com/Welcome](http://www.newhorizonsclass.wikispaces.com/Welcome)

New Horizons is an academic support program at Lowell High School conducted by UMass Lowell. The program assists economically disadvantaged, first-generation, college-bound students to prepare for college admissions to programs in science, technology, engineering, and math (STEM). New Horizons assists students to prepare for admissions to 4-year colleges through:

- Career and college exploration
- Math and science tutoring
- Resume and essay writing
- PSAT/SAT/TOEFL prep
- Community service/Internship opportunities
- College admissions applications advising
- College financial aid advising

## **Partnerships for College Success (PCS)**

[www.woodrow.org/pcs/PCSabout.php](http://www.woodrow.org/pcs/PCSabout.php)

[www.uml.edu/Centers/CFWC/Programs/School/Partnership\\_for\\_College\\_Success.html](http://www.uml.edu/Centers/CFWC/Programs/School/Partnership_for_College_Success.html)

PCS is a 5-year grant-funded initiative focused on college access and persistence. Current PCS projects include:

- UML-LHS-MCC faculty vertical teaming in chemistry
- Workshop series with LHS Guidance and UML Admissions
- Supporting professional development for teachers regarding the college application process
- You Too! TV cable television series about college, co-produced by UML and LHS students
- Data projects
- Co-teaching and guest presenters with LHS/UML faculty
- Transition events

These efforts are led by a team including the partnership facilitator, high school administration (Coordinator of Student Support Services), LHS guidance counselors, UML faculty, and Director of Center for Family Work and Community. The focus of PCS is on establishing institutional alignment of systems and practices that support college-going/persistence and can be sustained beyond the life of grant funding.

## **Pathways to Success**

### ***Northshore Community College***

[www.northshore.edu/spotlight/mcas/index.html](http://www.northshore.edu/spotlight/mcas/index.html)

This program targets high school students who received a Certificate of Completion rather than a high school diploma because they did not pass MCAS. Students are offered an opportunity to enroll in a non-credit course at Northshore Community College. The class provides intensive and individualized instruction in math and/or English using skill modules based on developmental education teaching/learning strategies and MCAS standards. Students may then elect to retake the MCAS test. Career exploration, advising, academic planning tools, and student success sessions are incorporated into the classes.

## **Pipeline Project**

### ***Amherst College, Amherst Regional Public Schools (ARPS), State Department of Education, The Center for Community Engagement at Amherst College***

[www.cms.amherst.edu/academiclife/cce/partnerships/amherst\\_public/pipeline](http://www.cms.amherst.edu/academiclife/cce/partnerships/amherst_public/pipeline)

The Pipeline Project is part of a partnership between Amherst College and ARPS designed to increase school success and college access for ARPS underserved and underrepresented students. The mission of the Pipeline Project is to integrate successful best practices into a coherent program that will provide sustained support for targeted student cohorts from the last year of elementary school through the transition to high school. This program builds skills, competencies, and confidence among students, enabling them to achieve in honors/advanced level classes and, if they choose, enroll and succeed in college. This program is funded by the Amherst Public Schools with support from a grant from the State Department of Education and The Center for Community Engagement at Amherst College.

## **Pre-Collegiate Programs**

### ***UMass Boston***

[www.umb.edu/admissions/undergraduate/pre-collegiate.html](http://www.umb.edu/admissions/undergraduate/pre-collegiate.html)

UMass Boston has partnerships with 7 Boston High Schools and a number of pre-collegiate programs that promote college readiness. Pre-collegiate programs work with Boston Public Schools to increase the number of students who go on to higher education. All of the programs serve primarily low-income minority students. Approximately 1500 students enroll and are served annually. The programs are funded by a combination of university, federal, and foundation sources. All programs provide academic support, college admissions, and financial aid information.

## **Project Contemporary Competitiveness**

***Bridgewater State College***

[www.pccasp.org](http://www.pccasp.org)

Project Contemporary Competitiveness is an advanced studies program at Bridgewater State College for academically talented students enrolled in grades eight and nine. 2008 will be the 41<sup>st</sup> consecutive year at Bridgewater State College, boasting more than 17,500 alumni. The program mission is to provide an intellectually enriching, socially stimulating, affordable, six-week residential summer program at the campus of Bridgewater State College. The program offers a friendly and supportive learning environment with a carefully constructed balance of freedoms and responsibilities for mature ninth and tenth grade high ability students who are open to the excitement of learning and ready for a challenge.

## **Project REACH**

***UMass Boston***

[www.projectreach.umb.edu](http://www.projectreach.umb.edu)

Project REACH is designed to enhance the educational opportunities for individuals who receive Special Education services within the Boston Public Schools. The mission of Project REACH is to:

- Encourage students who receive Special Education services to complete secondary education and undertake a program of postsecondary study
- Identify those individuals with potential for enrolling in and benefiting from additional education after high school
- Encourage persons who have not complete programs of study at the secondary level, but have the ability to complete these programs, to re-enter them
- Inform persons with disabilities of the existing community resources

## **Skills, Training, and Enrichment Program (STEP)**

[www.hcc.edu/precollege/step.html](http://www.hcc.edu/precollege/step.html), [www.step-program.com](http://www.step-program.com)

[www.northshore.edu/departments/step](http://www.northshore.edu/departments/step)

The STEP program is an academic support program for students from the seventh and eight grades. STEP assists youth in obtaining skills and motivation to complete middle school and high school and to enroll in college. The program incorporates interactive and hands-on learning experiences with in school activities. At Northshore Community College, the STEP Program provides an opportunity for high school or home-schooled students to take college courses. Students may choose to do so to finish requirements for a high school diploma or for personal enrichment purposes.

## STEM Initiatives

### *University of Massachusetts*

[www.massachusetts.edu/umassstem/index.html](http://www.massachusetts.edu/umassstem/index.html)

The University of Massachusetts seeks to be the Commonwealth's resource for improving K-16 STEM education by providing leadership, curriculum development (both K-12 and public higher education), higher education and K-12 teacher preparation, research, and STEM policy development and advocacy. The University shares the Pipeline goals:

1. To increase the number of Massachusetts students who participate in programs that support careers in fields related to mathematics, science, technology, and engineering.
2. To increase the number of qualified mathematics, technology, engineering, and science teachers in the Commonwealth.
3. To improve the mathematics, technology, engineering, and science educational offerings available in public and private schools.

## Tech Prep

***Berkshire Community College, North Shore Community College, Cape Cod Community College, Northern Essex Middlesex Community College, Bristol Community College, Holyoke Community College, Springfield Technical College, Greenfield Community College, Mount Wachusett Community College, high school partners throughout the state***

[www.ed.gov/programs/techprep](http://www.ed.gov/programs/techprep)

[www.cc.berkshire.org/student-services/tech\\_prep.html](http://www.cc.berkshire.org/student-services/tech_prep.html)

[www.northshore.edu/departments/techprep](http://www.northshore.edu/departments/techprep)

[www.mvotec.org](http://www.mvotec.org)

[www.necc.mass.edu/academics/techprep/techoverview.php](http://www.necc.mass.edu/academics/techprep/techoverview.php)

[www.northshore.edu/departments/techprep](http://www.northshore.edu/departments/techprep)

Tech Prep is a federally funded initiative under the Carl D. Perkins Vocational and Applied Technology Act of 1990. Under this act, grants have been made to consortia of local educational agencies and postsecondary institutions for the development of career pathways to a two-year associates degree, a two-year certificate, or further postsecondary education. Tech Prep students follow a rigorous academic course of study integrated with strong technical education and work-based learning in their chosen field of study that will prepare them for the high-tech careers of the 21<sup>st</sup> Century. A Tech Prep course of study, based on a 2 + 2 model, begins in the junior year of high school and continues into community college or other advanced training venues. Many Tech Prep students have the opportunity to earn advanced college credit for some of their high school coursework. Upon



completion of an Associate's Degree, Tech Prep students are well prepared to enter the workforce or may chose to continue their education to pursue a baccalaureate degree as outlined in a related 2 + 2 + 2 sequence of study.

## Upward Bound

[www.ed.gov/programs/trioupbound](http://www.ed.gov/programs/trioupbound)  
[www.umassd.edu/upwardbound](http://www.umassd.edu/upwardbound)  
[www.salemstate.edu/upwardbound](http://www.salemstate.edu/upwardbound)  
[www.bu.edu/ub](http://www.bu.edu/ub)

Part of the Federal TRIO Programs. Upward Bound serves high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits.

## Urban Scholars Program

**UMass Boston**

[www.urbanscholars.umb.edu](http://www.urbanscholars.umb.edu)

Urban Scholars helps academically talented students develop their skills, motivation, and potential to prepare them for a successful college experience through interactive and rigorous after-school and summer academic courses at the UMass Boston campus. Urban Scholars works collaboratively with partner high schools to enhance their capability to develop the talent and potential of all students. Students also engage in culturally enriching activities and college campus visits.

## Veteran's Upward Bound

**UMass Boston**

[www.veterans-ub.umb.edu](http://www.veterans-ub.umb.edu)

Veterans Upward Bound provides men and women who served in the United States Armed Forces an opportunity to acquire the skills and motivation necessary for the pursuit of postsecondary education through college preparatory academic instruction in mathematics, English, writing, laboratory science, social science, basic computer skills, and study skills.



## **Western Massachusetts Writing Project**

***National Writing Project, UMASS Amherst***

[www.umass.edu/wmwp/index.html](http://www.umass.edu/wmwp/index.html)

The Western Massachusetts Writing Project is an established K-13 professional development provider licensed by the Commonwealth of Massachusetts that includes work on articulating curricula between high school and college to better assist students in making that transition. It is a local site of the federally funded National Writing Project and an aspect of the English Department at UMass Amherst.

## **Westfield State College Skill Enhancement Program**

[www.wsc.ma.edu/plato/Semester%20Course%20Listings/MEOP.html](http://www.wsc.ma.edu/plato/Semester%20Course%20Listings/MEOP.html)

WSCSEP is an academic and counseling support program designed for 9th through 12th grade students who are enrolled in the Springfield school district and who have expressed a desire to obtain a college degree. WSCSEP's primary goal is to assist students to develop and/or enhance the skills, attitudes and behaviors needed for successful matriculation within a collegiate environment. To achieve this goal, the following instructional objectives have been identified:

- To provide basic skills and tutorial assistance to participants as individual needs warrant
- To provide a means to continue development of potential career and college academic interests of students
- To provide enrichment opportunities to the students in areas that would improve students' career and academic opportunities at the college level
- To provide students with small group and individual guidance support for motivational, personal and academic concerns, information about career opportunities in various fields and WSC entry requirements
- To provide on-going evaluation of student performance with program adjustments as appropriate to meet individual student needs

## **Young Scholars**

***UMass Lowell, Lawrence Middle Schools***

[www.uml.edu/GSE/PK-12\\_Outreach/Young\\_Adults.html](http://www.uml.edu/GSE/PK-12_Outreach/Young_Adults.html)

The Young Scholars Program, also known as the Young Engineers or Young Scientist Program, is a partnership between the UMass Lowell and Lawrence Middle Schools. The program was created in 1999 as a part of the University's commitment to improve Lawrence Middle School students' academic performance in math, science, education technology, and English communication. Students enrolled in the program attend classes during the summer, four days a week, for six

weeks. The goal of Young Scholars is to engage students in a meaningful learning experience for the purpose of enhancing their basic skills, critical thinking, and social competencies. Through hands-on experiences, the Young Scholars Program intends to help students build self-confidence and pride through their achievements. The program prepares students at an earlier age for the intense academic competition they will face when applying to college.

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## Appendix H: Group Work Materials

### Massachusetts Regional Alignment Workshop

#### *Discrepancy Analysis*

Please use this form to guide your initial group work. This activity will prepare you to develop an action plan by identifying current opportunities, challenges, and goals to improve college readiness in your region. Designated table leaders should record your discussion. PLEASE RETURN THIS FORM TO THE REGISTRATION DESK BEFORE LUNCH.

Table Leader: \_\_\_\_\_ Table Number \_\_\_\_\_

#### **Resource Inventory**

List current school/college alignment activities that are happening in your local area.

#### **Challenges**

Describe the gaps between current practices and desired outcomes. What are the primary challenges?

### **Tools and Techniques**

What additional strategies or techniques would best support and encourage school/college alignment activities in your local area?

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### **Target Issue(s)**

What aspect(s) of college readiness and high school/college alignment will be addressed in your action plan?

# Massachusetts Regional Alignment Workshop

## *Action Plan for Improving College Readiness and High School/College Alignment*

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Table Leader: \_\_\_\_\_ Table Number: \_\_\_\_\_

### Action Plan Team Members:

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_  
Institution \_\_\_\_\_ Email \_\_\_\_\_

Goal(s):

Target Population:

Activity	Available Resources	Resources Needed	Deadline	Lead Member



## ***Action Plan Implementation***

### **Existing Efforts**

What are the existing efforts and resources available to support the action plan?

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### **Obstacles**

What are the potential obstacles to implementing the action plan? How can/will they be addressed?  
What resources will be required?

### **Evidence of Success**

How will achievement of the stated goal(s) be measured? What are the benchmarks?

### **Next Steps**

How will you ensure that this plan is implemented?

## Stakeholder Involvement

Stakeholder Group	<b>Institution(s)</b> Which high schools, colleges, universities, and organizations will be involved for each stakeholder group?	<b>Subgroup(s)</b> Who will be directly involved in the implementation of the plan? Consider specific individuals, groups, etc.	<b>Role &amp; Activity</b> How will stakeholders be involved? Specify type of participation (active vs. passive) and level of involvement (high, medium, low).
Administration			
Admissions			
Academic Departments			
Counselors/Student Services			
Faculty			
Parents			
Students			
Other:			

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